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The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service, undertaken to produce and disseminate up-to-date information about local entry occupations for use in the career guidance of students. In a sampling of high schools and 2-year colleges in Nassau and Suffolk counties of the New York metropolitan area, four page description s of 200 entry occupations were prepared in two forms: (1) a loose-leaf binder and (2) a deck of microfilm aperature cards. Three comprehensive high schools, three academic high schools, three area vocational technical programs, and three 2-year colleges were supplied with the 200 occupational guides. Of the students who use the guides, 92 percent said they would recommend the guides to other students; 75 percent wanted to keep copies of the guides they had read. In proportion to enrollment, students in area vocational technical educational programs made twice as much use of the guides as did the students in either academic or comprehensive high schools, and 13 times as much use as students in 2-year colleges. (CH)

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VEA
PROJECT
No.68-6-79

VOGUE

EDUCATION
GUIDANCE IN
VOCATIONAL

A DEMONSTRATION SYSTEM OF OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE

Board of Cooperative Educational Services,
Nassau County 131 Jericho Turnpike,
Jericho, New York 11753

VT007626

FINAL REPORT

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research

JUNE
1968

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FINAL REPORT

VEA Project No. 68-6-79

Project VOGUE

VOcational GUidance in Education

A DEMONSTRATION SYSTEM OF OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE . Final Report

Board of Cooperative Educational Services, Nassau County
131 Jericho Turnpike, Jericho, New York 11753

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The University of the State of New York
The State Education Department
Bureau of Occupational Education Research

June 1968

FOREWORD

Project VOGUE gathered and disseminated occupational information primarily to demonstrate and test the adequacy of appropriate material pertaining to occupations on the local scene. Through the cooperation of the Department of Labor, Division of Employment, 200 occupational guides were prepared, published, and used by students in 12 educational institutions.

The research findings as reported by counselors, teachers, and students showed that the guides were well received and considered superior to the average run of occupational information found in most occupational information files.

Robert S. Seckendorf
Assistant Commissioner for
Occupational Education

Carl E. Wedekind
Director
Division of Research

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Special consultants to the project were: Robert Hoppock, Professor of Education, New York University; Kenneth B. Hoyt, Professor of Education, the University of Iowa; and Philip A. Perrone, Associate Professor, the University of Wisconsin.

George DuBato
Principal Investigator

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CHAPTER I

INTRODUCTION

The Problem

A joint statement was sent to State Directors of Vocational Education by Stanley Buttenberg, Manpower Administrator, United States Department of Labor, and Harold Howe II, Commissioner of Education, United States Department of Health, Education and Welfare (1966). They said:

> The Vocational Education Act of 1963, initiated a major strengthening and expansion in vocational education in the United States. Section 5(a) (4), part A, of the Act directs, in part, that cooperative arrangements between the State boards of vocational education and the State employment security agencies be established to facilitate the implementation of this legislation.

Specifically, this section provides for public employment offices to enter into cooperative arrangements with local educational agencies in order to make available occupational information that will help them to provide vocational guidance and counseling to students.

Hoyt (1967) has commented on the need for occupational information in guidance and counseling and on the problems faced by counselors in obtaining adequate occupational information. He said:

> It is assumed that information is preferable to ignorance in performing the educational-vocational guidance function . . . . It is obvious that school counselors have not been using occupational information well in guidance. . . The key reason why occupational information has not been more widely used in the counseling interview is more clearly related to deficiencies in the information than to lack of interest or desire on the part of counselors.

Whitfield and Hoover (1967) reporting on the need for appropriate career information materials in schools, wrote:

> In many school systems the provision of appropriate career information materials is more a goal than a reality. Such materials as are available come from diverse sources in varying formats and usually lack specificity to the local situation. Much of this occupational literature is also out of date due to the inescapable time lag inherent in conventional, production, and dissemination procedures. The more current fugitive materials, since they've been prepared with an eye toward recruitment, cannot always be relied on for the objectivity desirable when students must make choices based on factual information.

The objectives established for this study were aimed at facing the problem brought out in the above quotations: that counselors need more realistic occupational information literature to help them to provide vocational guidance and counseling to their students.

Objectives

The objectives established for VOGUE were:

General:

1. To demonstrate and test a pilot system of occupational information dissemination in one region of the state that might be used as a model for other states or for other regions within the state.

2. To demonstrate a countywide consulting service in vocational guidance for improving school programs in assisting students to make appropriate occupational career choices and decisions.

Specific:

1. To demonstrate and test the feasibility and effectiveness of a cooperative arrangement between a local educational agency of the New York State Education Department and the Division of Employment of the Department of Labor to produce and disseminate occupational information for career guidance to secondary schools and two-year colleges.

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2. To evaluate the use and effectiveness of occupational guides developed for the Nassau-Suffolk Labor Market Area, Long Island, New York.
3. To compare the use of occupational information by students in the following four different types of educational institutions: (a) academic high schools, (b) comprehensive high schools, (c) vocational technical high schools, and (d) two-year colleges.
4. To compare the effectiveness of the following methods for disseminating occupational information: (a) a microfilm reader, (b) a microfilm reader-printer, and (c) a looseleaf booklet.

Background

During 1966-1967 the Bureau of Occupational Education Research of the New York State Education Department conducted a study under the provisions of section 4(c) of the Federal Vocational Education Act of 1963 entitled, "A Feasiblity Study on the Structure of a Model Occupational Information Dissemination Unit That Would Operate Between the New York State Education Department and the New York State Department of Labor" (DuBato 1967). A major feature of this study was an occupational information utilization survey. Questionnaires were administered in person to guidance counselors at meetings of regional guidance associations held throughout the state with the threefold purpose of determining (1) the occupational information needs of counselors, (2) the occupational information resources available to and used by counselors, and (3) the changes in occupational information which might be desired by counselors in order to make it more useful in career guidance.

One of the principal findings of the study was that 726 counselors rated private and commercial occupational briefs and pamphlets first in use and usefulness among the 21 media for disseminating occupational information which were listed in the questionnaire. Posters were rated 2 in use and 14 in usefulness. Government occupational outlook briefs and pamphlets rated 3 in use and 3 in usefulness. Books and periodicals rated 4 in use and 13 in usefulness.

In addition, the counselors expressed the need for changes in style, format, and language of occupational information materials which would place them on the level of maturity and interest of secondary school and two-year college students. They wanted the information to be regional, as well as national in scope, up to date, and related to entry occupational opportunities in the local area. These findings were similar to those revealed in the study conducted in 1965 by the San Diego County Department of Education which resulted in the formation of the Career Information Center in that County (Banister 1966).

A direct result of the 1966-1967 Feasibility Study in New York was the decision to implement its findings in 1967-1968 with VOGUE, VOcational GUidance in Education, "A Demonstration System of Occupational Information for Career Guidance," which was also funded under the provisions of the Federal Vocational Education Act of 1963. Its chief objective was to demonstrate and test the effectiveness in career guidance of specially prepared occupational information. It was decided to prepare occupational guides along the lines suggested by counselors in the 1966-1967 survey.

Shortly after the 1966-1967 study was under way, the Education Department and the Department of Labor (Division of Employment) organized a task force to study areas of mutual cooperation and assistance in the field of counseling, vocational education, and the development and dissemination of occupational information for students and school leavers.

The task force designated a subcommitte comprising two representatives from the Division of Employment and two from the State Education Department to draw up a design for the format and content of occupational guides. The format and content of the occupational guides used in the 1967-1968 study are an adaptation of the initial specifications of the subcommittee. The earlier work on occupational information and its dissemination by the San Diego County Department of Education, under the direction of Glen Pierson, Edwin Whitfield, and Richard Hoover had a strong influence on this endeavor (Banister 1966). Before its final adoption, field tests of the new format were made with guidance counselors and students on Long Island, New York.

The selection of the occupational titles of special significance to the Nassau-Suffolk Labor Market Area was made through the joint efforts of the Long Island district occupational analyst, Division of Employment, and a research consultant of the New York State Education Department (Appendix A). The criteria employed for the selection of the occupational titles were: (1) shortage and heavy demand occupations, (2) occupations in which there was activity in the Employment Service clients, (3) occupations for which education was provided in Nassau and Suffolk Counties, and (4) entry occupations for Nassau-Suffolk high school and two-year college graduates and school leavers. Employing these criteria, a total of 200 occupational titles were selected (Appendix B).

The occupational guides were produced by the Division of Employment of the State Department of Labor. Each guide was verified in the field for accuracy and completeness by the Division of Employment local office staff on Long Island. The format finally adopted consisted of a four-page occupational guide divided into such sections as job duties, physical requirements, interests and aptitudes required, wages and hours, future demands, disadvantages, related occupations, etc. (Appendix C) The guides contained illustrations in the left margin which were designed to heighten interest in each information category. The illustrations were provided as a public service by Eastman Kodak Company, Rochester, New York. The occupational guides were printed on tangerine-colored paper with blue ink for eye-catching appeal.

The geographic area selected to demonstrate and test the new occupational guides in 1967-1968 was Nassau and Suffolk Counties, Long Island, New York. It was decided to select the Nassau and Suffolk County Labor Market Area to demonstrate and test the occupational guides because of its large population (2,446,822 on January 1, 1968, as estimated by the Long Island Lighting Company), because of the interest of the local officer of the New York State Employment Service, and because the principal investigator had developed extensive personal contacts with school and other personnel which could be utilized to effect arrangements necessary to conduct the project.

Twelve educational institutions (Appendix D) were selected to demonstrate and evaluate the occupational information guides, and three different methods of disseminating them were established. The educational institutions were of four different types: (1) three academic high schools; (2) three area vocational-technical schools; (3) three comprehensive high schools; and (4) three two-year colleges.

The three academic high schools were selected on the basis of comparability of socioeconomic backgrounds of students, school enrollment, and percentage of college-bound and work-bound students. The three comprehensive high schools selected were those that offered, in addition to college preparatory courses, occupational education courses in at least five different subject areas. The three area vocational-technical schools selected were attended one-half day by the students who spent the other half day in their home schools.

Evaluation instruments (Appendix E) were designed to compare the use of occupational information by students in the three different types of high schools and in the two-year colleges.

The three methods established for disseminating the occupational guides were: (1) microfilm reader, (2) microfilm reader-printer, and (3) loose-leaf booklet. For the microfilm reader and reader-printer one aperture card was prepared for each occupation (Appendix C). The aperture card contains four standard-size pages of occupational information. The student or counselor may scan and read on the microfilm reader screen the information contained in the card. On the reader-printer the student or counselor may make an 8½" x 11" print of any or all pages of the information by pressing a button that activitates an electro-chemical method of enlarging or "blowing back" microfilm images onto paper (MacKay 1966).

Review of Related Research

A survey was made of the many studies being conducted in the country which are aimed at the developing of systems for vocational guidance. Those found to be most pertinent to the objectives of VOGUE were:

1. "Exploratory Study of Information Processing Procedures and Computer-Based Technology in Vocational Counseling," Principal Investigator, James F. Cogswell, System Development Corporation, Santa Monica, California.
2. "Project TALENT," Principal Investigators, John C. Flanagan and William W. Cooley, University of Pittsburgh and American Institutes for Research.
3. "Information System for Vocational Decisions" (ISVD), Principal Investigator, David V. Tiedeman, Harvard University.
4. "Communication in Guidance," Principal Investigator, Ann M. Martin, University of Pittsburgh.

5. "Computer-Assisted Occupational Guidance (CAOG), Principal Investigator, Joseph T. Impellitteri, Pennsylvania State University.

6. "Vocational Problem-Solving Experiences for Simulating Career Exploration and Interest," Principal Investigator, John D. Krumboltz, Stanford University.

7. "Vocational Orientation Systems" (VOS), Principal Investigator, Frank J. Minor, IBM, Consultants, Donald E. Super and Roger A. Myers, Teachers College, Columbia University.

8. "Regional Career Information Center," "Vital Information for Education and Work" (VIEW), Principal Investigators, Edwin A. Whitfield and George G. Glaesar, San Diego County Department of Education.

9. "Simulated Games for Vocational Counseling," Sarane S. Boocock, Johns Hopkins University.

10. VIEW, Utah State Board of Education, Principal Investigator, Peter F. Knoll.

11. VIEW, The State Board for Community Colleges and Occupational Education, Denver, Colorado, Principal Investigator, Donald Carson.

12. VIEW, Redwood City, California.

13. VIEW, Modesto, California.

14. "An Automated Developmental Counseling System," Rochester City School District, Rochester, New York, Principal Investigators, Alfred Stiller and Don Johnson.

15. Specially Oriented Student (SOS) Research Program, Principal Investigator, Kenneth B. Hoyt, The University of Iowa.

The first VIEW project has been in operation in San Diego since February 1, 1965. Project VOGUE and the later VIEW projects have patterned their studies after the San Diego model.

The State of West Virginia has recently reported receiving funds for an occupational information dissemination project that will be sponsored jointly by several neighboring states.

At the time this report was written (May 1967) the following sections of the country were contemplating the establishment of a VIEW or VOGUE type of project: Atlanta, Georgia; Philadelphia, Pennsylvania; and the State of Wisconsin.

Lorran C. Celley, Supervisor of Guidance Services, State of Wisconsin, Board of Technical and Adult Education, in a letter to VOGUE's principal investigator, wrote:

> It looks like New York has forged a major breakthrough in the neglected area of printing and disseminating occupational information.
>
> As you know, we in Wisconsin are attempting to reach the high school counselor this year with our "Did you know?" campaign, which is primarily educational information. Next year we would like to expand this effort to include occupational information.

The possibility that Atlanta, Philadelphia, and Wisconsin may soon join California, New York, Utah, Colorado, and West Virginia in inaugurating a VOGUE or VIEW type of project was indicated by representatives of these systems who visited or discussed the VOGUE or VIEW projects during 1967-1968.

The major systems under development for vocational guidance in the computer field (numbers 1, 3, 5, 7 listed at the beginning of this section) give further evidence of this trend. Systems such as Harvard's ISVD (Information System for Vocational Decisions from Kindergarten to Retirement), being researched under the direction of David Tiedeman, offer the promise of computer storage and instant retrieval of continuously updated occupational information for occupational and career choices and decisions.

If the VOGUE, VIEW, and computer trend continues, we may see the day when counselors are freed from the almost impossible task of keeping up with occupational information. This would bring about a change in the counselor's role. Instead of being both a source and interpreter of facts, he would have the primary responsibility of interpreting the student's use of occupational information.

Of special interest is a loose-leaf booklet, "Careers Guide" (1964), published by Her Majesty's Stationery Office, London, and prepared by the Central Youth Employment Executive (Ministry of Labour). This booklet was first published in 1950! The sixth edition appeared in 1964. The booklet contains descriptions of 137 occupations or career fields. The job descriptions, while different in language and style from VOGUE's (Long Island, New York) occupational guides or the VIEWscripts (San Diego, Modesto, Redwood City, Utah, Colorado), have strong similarities in the type of occupational information presented. Amendments to the loose-leaf edition are issued twice a year through an annual subscription. A nominal fee is charged. "Careers Guide" is intended ". . . to help young people and those who advise them in their choice of a career in the professions, industry, or commerce and to provide information of interest to them, their parents and teachers." Researchers in occupational information in the United States might do well to investigate this publication, especially since it has been in existence for eighteen years! This publication is the result of the joint relationship between the Ministries of Labour and Education, which parallels Project VOGUE's cooperation between the State Education Department and the Department of Labor.

CHAPTER II

PROCEDURES

Obtaining Approval of the Local Educational Agencies to Participate in Project VOGUE

A contact was made with the person in charge of guidance in twelve Long Island educational agencies, apprising them of Project VOGUE's objectives and inviting them to participate in the research study. This was followed by a letter which was sent to the chief administrators of each school (Appendix F). All twelve schools invited agreed to participate in Project VOGUE.

Orientation of Counselors in the Twelve Pilot Schools

In many high schools special units on occupational information are conducted in Social Studies and English classes. Frequently, high school teachers of special subjects, such as Industrial Arts, Art, Mechanical Drawing, Homemaking, and occupational courses, maintain occupational information bulletin boards or provide occupational information to students on an individual or group basis. In two-year colleges, a common source of occupational information for career guidance is the occupational education classroom instructor or department chairman.

However, the counselor is still the key person for occupational information dissemination to students in secondary schools and two-year colleges. He is the person who, theoretically at least, has more time, training, facilities, and opportunity for providing this service. Unfortunately, research has shown that the counselor in secondary schools and two-year colleges feels that his formal preparation in and present knowledge of occupational information is less adequate than in other areas of guidance (DuBato 1967). In DuBato's study it was also shown that 13 of the 52 two-year college counselors returning questionnaires had never had a course in occupational information!

The success of project VOGUE in achieving its main objectives of demonstrating and evaluating its new occupational guides was, nonetheless, predicated on receiving the cooperation of all the counselors in the pilot schools. It was hoped that the counselors would make every effort to use the occupational guides with their students whom they felt needed career counseling. It was also hoped that the counselors would encourage teachers to make full use of the occupational guides.

Findings of this study revealed a wide divergence in the use of the guides by counselors, students, and teachers in the pilot schools. This is reported in full in Chapter III.

Early in the school year, before disseminating the occupational guides, orientation meetings were conducted for the directors of guidance and the counselors of the twelve pilot schools. Assisting in the orientation meetings were an associate from the New York State Bureau of Guidance, the Senior Employment Consultant of the Division of Employment, New York State Department of Labor, and an occupational analyst of the Long Island District Office, Division of Employment.

Throughout the school year periodic visits were made to the pilot schools for the purpose of consulting with counselors on the use of the occupational guides and observing how counselors and students used them. Accompanying the principal investigator in these visits were staff members from the Bureau of Guidance of the State Education Department.

Evaluation

The principal objective of Project VOGUE was "to demonstrate and test a pilot system of occupational information dissemination in one region of the state that might be used as a model for other states as well as for other regions within the state."

The evaluation procedures adopted were as follows:

1. A select jury was asked to list the outstanding features of a sample occupational guide (Table A). The members of the jury were: Professor Robert Hoppock, New York University; Professor Kenneth B. Hoyt, the University of Iowa; Professor Ruth Goldie Kaback, the City University of New York; Matthew Levy, Vocational Industrial Cooperative Teacher-Coordinator, Oceanside High School; James Davies, Vocational Guidance Counselor, Board of Cooperative Educational Services, Third Supervisory District, Suffolk; Stanley Friedland, Guidance Counselor, Great Neck South Senior High School.
2. The "outstanding features" of the sample occupational guide, as listed by the above select jury, were submitted to 41 counselors from a stratified sample of five Nassau County high schools, to be ranked by them (Table A) for the purposes of developing the student and counselor questionnaires. The schools participating were: Freeport High School, Garden City High School, Hicksville High School, Oceanside High School, and Oyster Bay High School. These schools were not included in the actual evaluation of the 200 occupational guides as reported in Tables 1-22.
3. Over a period of two months, from February 15, 1968, through

April 10, 1968, the students in the twelve pilot schools completed a questionnaire each time they read one or more of the guides (see Appendix D for the list of schools and Appendix E for the student evaluation questionnaire).

4. During the week of April 8-10, 1968, each counselor in the twelve pilot schools who had used the occupational guides was asked to complete one evaluation questionnaire (Appendix E).
5. During the week of April 8-10, 1968, each vocational industrial cooperative teacher-coordinator who had used the occupational guides was asked to complete one counselor evaluation questionnaire (Appendix E).
6. In May 1968, evaluation meetings were held with random samples of students who had used the occupational guides from four pilot schools.

In steps 3 and 4 above, comparisons were made of the use of the guides by type of school and by method of dissemination. Some of the questions that the study attempted to answer were: (1) "Do students in vocational-technical schools have more, or less, interest in reading about occupations than students in academic high schools?" (2) "Is the microfilm reader-printer method of disseminating occupational information more, or less, effective than the method which provides each counselor with a loose-leaf booklet with printed occupational guides?" (3) "How will counselors use and rate occupational guides that contain up-to-date regional, as well as national, information?"

Assisting in the development of the above evaluation design were selected staff members from the Divisions of Research and Evaluation of The State Education Department.

CHAPTER III

RESULTS

Table A

RANKING OF THE TEN OUTSTANDING FEATURES OF THE OCCUPATIONAL GUIDES BY A STRATIFIED SAMPLE OF NASSAU COUNTY SCHOOL COUNSELORS (N=41)

Schools Participating

Freeport High School   Garden City High School   Hicksville High School
Oceanside High School   Oyster Bay High School

Outstanding Features	Rank	Weighted Score
Language level	1	276
Format	2	169
Short, concise statements.	3	141
Listing of disadvantages as well as advantages.	4	130
Headings	5	116
Up-to-date information	6	114
Detailed job requirements.	7	103
Association of educational requirements with occupational choice	8	102
Regional and local information. . . .	9	93
Listing of related occupations. . . .	10	79

The rankings were weighted as follows: A rank of 1 was given a weighted score of 10, a rank of 2 was given a weighted score of 9, a rank of 3 was given a weighted score of 8, and so on. The ten "outstanding features" were listed in Table A in the order from one to ten, based on their corresponding weighted scores as computed from the ranking by the forty-one counselors.

Table B

FREQUENCY OF USE OF THE OCCUPATIONAL GUIDES DURING ONE MONTH, FROM FEBRUARY 15, 1968, TO MARCH 15, 1968, BY TYPE OF SCHOOL

Type of School	Total Number of Counselors	Total Enrollment	Total Times Used	Percent
Academic High Schools	27	7,719	314	4.0
Comprehensive High Schools	24	6,535	181	2.8
Vocational-technical High Schools	5	2,197	332	15.0
Two-year Colleges	38	11,372	20	.2
Totals	94	27,823	847	3.0

In the academic high schools, with a combined enrollment of 7,719, the guides were read 314 times, which was four percent of the total enrollment. The frequency of use of the guides (total times used) was determined by counting the number of questionnaires completed, since each student was required to complete a questionnaire each time that he read one or more of the guides.

Table C below shows the number of times the occupational guides were used in two pilot two-year colleges during the entire two-month evaluation period, from February 15, 1968 to April 10, 1968.

Table C

FREQUENCY OF USE OF THE OCCUPATIONAL GUIDES BY STUDENTS IN TWO PILOT TWO-YEAR COLLEGES DURING THE TWO-MONTH EVALUATION PERIOD, FROM FEBRUARY 15, 1968 TO APRIL 10, 1968

	Two-year College A	Two-year College B	Total
February 15-March 15	3	3	6
March 18-April 10	7	3	10
Total	10	6	16

The total number of persons assigned to counseling more than fifty percent of the time in the above two-year colleges was divided as follows: College A, 8; College B, 10. The total enrollment for the two colleges was 7,666.

The totals in Table C represent the total number of times the occupational guides were read by students in both the two-year colleges. Some students read them more than once. The students were counted each time they read the guides and completed an evaluation questionnaire.

Tables 1-14

Over a period of two months, from February 15, 1968, through April 10, 1968, students in the twelve pilot schools completed a questionnaire (Appendix E) each time they read the occupational guides. Tables 1-14 contain the results of the questionnaires. One thousand, two hundred eighty-two students or five percent of the total enrollment of 27,823 in the pilot schools, read the guides at least once. Since some of the students read the guides more than once and completed a questionnaire each time they read them, the tables show that the guides were read a total of 2,246 times during the evaluation period.

Tables 1-14 are based on the number of responses to each question. Considering the fact that some of the students did not answer every question, the totals may vary from table to table.

In proportion to enrollment eighth-grade students read the guides most and two-year college students read the guides least (Table 1). The 12 percent of the eighth-grade students who read the guides at least once stands out in striking contrast to the consistent 7 to 8 percent of the students who read the guides in grades 7, 9, 10, 11, 12.

Area vocational-technical schools showed a relatively high proportion of students using the guides and two-year college students showed a very low proportion (Table 2). In proportion to enrollment, area vocational-technical school students read the guides slightly more than twice as often as students in either the academic or comprehensive high schools and thirteen times more than students in two-year colleges.

In proportion to enrollment twelfth-grade girls read the guides most and first and second-year college women read the guides least (Table 3). Twelfth-grade girls read the guides more than twice as much as twelfth-grade boys. Second-year college men read the guides almost four times as much as twelfth-grade boys. Second-year college men read the guides almost four times as much as second-year college women.

In the academic and comprehensive high schools, the counselor was the one who most frequently referred the students to the occupational guides (Table 4). In the area vocational-technical schools, the classroom instructor was the one who most frequently referred the student to the guides. This difference can probably be explained by the following factors: (1) Students attended the vocational-technical schools only one-half day. They had no "free" periods. They depended on their classroom instructor to allow them to read the guides either in the rear of the classroom or in the guidance office; (2) counselors in the vocational-technical schools relied on the classroom instructors more than in academic or comprehensive high schools for assistance in the career guidance of students; (3) the role of the counselors in the area vocational-technical schools (where students have already made a vocational commitment) may be different from the role of the counselors in other high schools. In two-year colleges almost twice as many fellow students (27%) referred students to the guides as counselors (15%). In all the pilot schools the parent was the least significant in referring students to the guides.

In considering the data in Table 4, on the number and percent of persons who referred the students to the guides, it is important to note that the guides were available in all the pilot schools approximately two months before the evaluation began on February 15, 1968, in order to enable counselors and students to become familiar with them.

Thirty-three percent of the students who read the guides read only one guide in one day (Table 5). Forty-one percent read two in one day. twelve percent read three in one day. Fourteen percent read four or more in one day.

Sixty percent of the students who read the guides read them only once (Table 6). Twenty-five percent read them twice. Seven percent read them three times. Eight percent read them four times or more.

Twenty-six percent of all the students who read the occupational guides had never read other occupational literature (Table 7). Of the remainder, thirty-eight percent rated them "more helpful than most other occupational literature." The students in the area vocational-technical schools rated the helpfulness of the guides slightly higher than did the students in the other high schools. The two-year college students generally rated the helpfulness of the guides lower than high school students.

Forty-eight percent (1,070 out of 2,207) of all the students who answered Item G on the questionnaire indicated that they made or planned to make an appointment to discuss the information in the occupational guides with their counselor (Table 8). By contrast, three percent (2 out of 62) of the students personally interviewed three to four weeks after the questionnaires were completed stated that they had discussed or planned to discuss the VOGUE occupational guides with their counselor. A relatively small proportion of students from academic high schools indicated on the questionnaires that they made or planned to make an appointment with their counselor to discuss the information in the guides.

Ninety-two percent of the students (2,054 out of 2,228) who read one or more of the guides said that they would recommend the guides to another student (Table 9). Seventy-five percent said that they wanted their own free copy of the occupational guides that they read (Table 10).

Slightly over ninety percent of the students in all the schools rated the guides as helpful and easy to understand (Table 11). Eighty-nine percent rated the method of presentation as pleasing.

A significantly larger proportion of two-year college students compared to high school students (Tables 12 and 13) disagreed with the statements that the guides were "helpful," "easy to understand," or that the "method of presentation was pleasing." Ninety-seven percent of the high school students, as against eighty-two percent of the two-year college students, rated the guides as easy to understand. Only five percent of the high schools students, as against eighteen percent of the two-year college students, disagreed that the method of presentation of the information in the guides was pleasing. Only two percent of the high school students disagreed that the information was helpful, as against ten percent of the two-year college students.

It appears (Table 14) that, in proportion to student enrollment, the reader-printer and the loose-leaf booklet were used with significantly greater frequency than the reader. There was no significant difference in use between the reader-printer and the loose-leaf booklet.

GROUP MEETINGS WITH A RANDOM SAMPLE OF STUDENTS FROM THREE PILOT HIGH SCHOOLS AND ONE PILOT TWO-YEAR COLLEGE ON THE USE OF THE OCCUPATIONAL GUIDES

(N = 62)

The preceding tables (1-14) contain data which were tabulated from the student questionnaires on the use of the occupational guides. They were completed by students in the twelve pilot schools during the two-month period, from February 15, 1968, to April 10, 1968.

Three to four weeks later, four separate meetings were held with 62 students who had read one or more of the guides. Fifty of the students were selected randomly from three pilot high schools and twelve were selected randomly from one pilot two-year college. An informal record was kept of the discussions at these meetings. While the results reported below may not be statistically significant, they do provide some interesting highlights which may be worthy of further study.

Fifty-six (ninety percent) of the sixty-two students interviewed reported that they had not read occupational literature other than the VOGUE occupational guides. Five hundred sixty-four (twenty-six percent) of the 2,170 students who completed questionnaires reported that they had not read other occupational literature (Table 7).

Only three of the sixty-two students reported having read any of the VOGUE guides after the conclusion of the evaluation period on April 10. Many said that they were still interested in reading them but didn't have "time."

The majority of the students reported that they read the occupational guides because "my counselor told me to" or "my teacher (or instructor) said that I should."

Only two (three percent) of the sixty-two students interviewed reported discussing the occupational guides with their counselor. One thousand seventy (forty-eight percent) of the 2,207 students who completed the evaluation questionnaires reported that they had made, or planned to make, an appointment to discuss the information in the occupational guides with their counselor (Table 8). One workbound high school student (out of thirty) reported discussing the occupational guides with her mother. Twelve college-bound students (out of twenty) reported discussing the occupational guides with their parents. The twelve two-year college students said that they seldom went to see their counselor unless they had an academic problem. They all thought that their instructor or department chairman could help them more with occupational information.

All but one of the sixty-two students said that they would recommend the guides to another student. The one high school student who said that she wouldn't recommend the guides complained that the wages were "stupid" because they didn't tell her how much she would really earn (take home pay).

Almost all of the students said that what they liked most about the guides were the outline form, the listing of the local wages, and the description of the disadvantages. The great majority of the workbound high school students said that they liked the cartoon illustrations and the colored paper on which the guides were printed. Most of the college-bound and two-year college students said that the cartoons and colored paper "didn't make any difference."

All of the students felt that the VOGUE guides should be made available to them and their counselors and instructors on a permanent basis "because they can help us."

The two-year college students agreed that the guides were "compact" and good "as far as they went" but felt that they did not contain enough information or enough categories.

The second-year two-year college students thought that the guides, or any other type of occupational literature, would be most helpful to first-year college students. The first-year college students felt that the junior high school students needed the guides more in order to "make up their minds about high school." No junior high school students were interviewed.

One two-year college student summed it up best when she said, "It doesn't really matter what form they (occupational guides) are in as long as you have a counselor who cares."

TABLES 1-14

RATING OF THE OCCUPATIONAL GUIDES BY STUDENTS IN THE TWELVE PILOT SCHOOLS

TABLE 1

NUMBER AND PERCENT OF STUDENTS WHO READ THE OCCUPATIONAL GUIDES AT LEAST ONCE, BY GRADE LEVEL

GRADE LEVEL	ENROLLMENT	N	%
2ND-YEAR COLLEGE (DAY)	4,422	50	1
1ST-YEAR COLLEGE (DAY)	6,950	40	0.6
12TH GRADE	4,155	338	8
11TH GRADE	5,012	342	7
10TH GRADE	4,614	314	7
9TH GRADE	1,958	133	7
8TH GRADE	361	42	12
7TH GRADE	351	23	7
TOTAL	27,823	1,282	

TABLE 2

NUMBER AND PERCENT OF STUDENTS WHO READ THE OCCUPATIONAL GUIDES AT LEAST ONCE, BY TYPE OF SCHOOL

TYPE OF SCHOOL	ENROLLMENT	N	%
ACADEMIC HIGH SCHOOLS	7,719	461	6
COMPREHENSIVE H. S.	6,535	445	7
AREA VOCATIONAL SCHOOLS	2,197	290	13
TWO-YEAR COLLEGES	11,372	86	0.8
TOTAL	27,823	1,282	

A CHI-SQUARE TEST TO DETERMINE WHETHER THE PROPORTION OF STUDENTS WHO READ THE OCCUPATIONAL GUIDES VARIED BY TYPE OF SCHOOL YIELDED A CHI-SQUARE OF 857.57, SIGNIFICANT BEYOND THE .001 LEVEL.* THEREFORE, IT WAS CONCLUDED THAT USAGE DOES VARY SIGNIFICANTLY FROM ONE TYPE OF SCHOOL TO ANOTHER.

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*THIS DIFFERENCE COULD BE ATTRIBUTED TO CHANCE ONLY ONCE IN 1,000 OCCURRENCES.

TABLE 3

NUMBER AND PERCENT OF STUDENTS WHO READ THE OCCUPATIONAL GUIDES AT LEAST ONCE, BY SEX AND GRADE LEVEL

GRADE LEVEL	MALE ENROLLMENT	N	%	FEMALE ENROLLMENT	N	%
2ND YEAR COLLEGE (DAY)	2,503	41	2	1,919	9	0.5
1ST YEAR COLLEGE (DAY)	4,100	31	0.7	2,850	9	0.3
12TH GRADE	2,153	100	5	2,002	238	12
11TH GRADE	2,770	218	8	2,242	124	6
10TH GRADE	2,470	222	9	2,144	92	4
9TH GRADE	1,015	73	7	943	60	6
8TH GRADE	182	19	10	179	23	13
7TH GRADE	199	15	8	152	8	5
TOTAL	15,392	719		12,431	563	

TABLE 4

PERSON WHO REFERRED THE STUDENTS TO THE OCCUPATIONAL GUIDES, BY TYPE OF SCHOOL

	ACADEMIC H. S.		COMPREHENSIVE H. S.		AREA VOC H. S.		TWO-YEAR COLLEGES		ALL SCHOOLS	
REFERRING AGENT	N	%	N	%	N	%	N	%	N	%
FELLOW STUDENT	69	8	32	5	37	7	48	27	186	8
CLASSROOM INSTRUCTOR	97	11	77	11	340	65	35	20	549	24
COUNSELOR	590	68	436	64	73	14	26	15	1125	50
PARENT	5	1	14	2	6	1	2	1	27	1
SELF	70	8	109	16	64	12	28	16	271	12
OTHER	35	4	12	2	3	1	38	21	88	5
TOTAL	866	100%	680	100%	523	100%	177	100%	2246	100%

TABLE 5

NUMBER AND PERCENT OF STUDENTS WHO READ ONE OR MORE OCCUPATIONAL GUIDES IN ONE DAY

NUMBER OF GUIDES READ IN ONE DAY	N	%
ONE	731	33
TWO	893	41
THREE	269	12
FOUR OR MORE	303	14
TOTAL	2,196	100%

TABLE 6

NUMBER OF DIFFERENT OCCASIONS ON WHICH INDIVIDUAL STUDENTS READ THE OCCUPATIONAL GUIDES

FREQUENCY	N	%
ONCE	1,282	60
TWICE	530	25
THREE	164	7
FOUR TIMES OR MORE	167	8
TOTAL	2,143	100%

TABLE 7

STUDENTS' RATING OF THE OCCUPATIONAL GUIDES, BY TYPE OF SCHOOL

RATING	ACADEMIC H. S.		COMPREHENSIVE H. S.		AREA VOC SCHOOLS		TWO-YEAR COLLEGES		ALL SCHOOLS	
	N	%	N	%	N	%	N	%	N	%
MORE HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE	311	37	233	36	232	47	58	33	834	38
AS HELPFUL AS MOST OTHER OCCUPATIONAL LITERATURE	299	35	172	26	142	29	51	29	664	31
LESS HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE	28	3	15	2	25	5	40	23	108	5
HAVE NOT READ OTHER OCCUPATIONAL LITERATURE	205	25	235	36	98	19	26	15	564	26
TOTAL	843	100%	655	100%	497	100%	175	100%	2170	100%

A CHI-SQUARE TEST FOR THOSE STUDENTS WHO HAVE READ OCCUPATIONAL LITERATURE INDICATED THAT THE PATTERN OF RESPONSES TO THIS QUESTION VARIED SIGNIFICANTLY BY TYPE OF SCHOOL. THE RESULTING CHI-SQUARE OF 121.19 WAS SIGNIFICANT BEYOND THE .001 LEVEL. (THIS DIFFERENCE COULD BE ATTRIBUTED TO CHANCE ONLY ONCE IN 1,000 OCCURRENCES)

TABLE 8

NUMBER AND PERCENT OF STUDENTS WHO MADE, OR PLANNED TO MAKE AN APPOINTMENT TO DISCUSS THE INFORMATION IN THE OCCUPATIONAL GUIDES WITH THEIR COUNSELOR, BY TYPE OF SCHOOL

RATING	ACADEMIC H. S.		COMPREHENSIVE H. S.		AREA VOC SCHOOLS		TWO-YEAR COLLEGES		ALL SCHOOLS	
	N	%	N	%	N	%	N	%	N	%
YES	373	44	347	52	259	51	91	52	1070	48
NO	478	56	324	48	250	49	85	48	1137	52
TOTAL	851	100%	671	100%	509	100%	176	100%	2207	100%

A CHI-SQUARE OF 12.36 FOR TABLE 8 WAS SIGNIFICANT AT THE .01 LEVEL, ALTHOUGH THE DISTRIBUTION OF "YES" "NO" RESPONSES DID NOT APPEAR TO VARY MUCH FROM ONE SCHOOL TYPE TO ANOTHER.

TABLE 9

NUMBER AND PERCENT OF STUDENTS WHO SAID THAT THEY WOULD RECOMMEND THE OCCUPATIONAL GUIDES TO ANOTHER STUDENT

	N	%
YES	2,054	92
NO	174	8
TOTAL	2,228	100%

TABLE 10

NUMBER AND PERCENT OF STUDENTS WHO SAID THAT THEY WANTED THEIR OWN FREE COPY OF THE OCCUPATIONAL GUIDES THAT THEY READ

	N	%
YES	1,663	75
NO	548	25
TOTAL	2,211	100%

TABLE 11

STUDENTS' RATING OF THE THREE FEATURES OF THE OCCUPATIONAL GUIDES, ALL SCHOOLS

		PERCENT				
FEATURE	N	STRONGLY AGREE	AGREE	DO NOT KNOW	DISAGREE	STRONGLY DISAGREE
THE INFORMATION WAS HELPFUL	2,231	30%	61%	5%	3%	1%
THE INFORMATION WAS EASY TO UNDERSTAND	2,229	40%	54%	3%	2%	1%
THE METHOD OF PRESENTATION OF THE INFORMATION WAS PLEASING	2,223	34%	55%	5%	5%	1%

TABLE 12

SECONDARY SCHOOL STUDENTS' RATING OF THREE FEATURES OF THE OCCUPATIONAL GUIDES

FEATURE	N	PERCENT STRONGLY AGREE	AGREE	DO NOT KNOW	DISAGREE	STRONGLY DISAGREE
THE INFORMATION WAS HELPFUL	2,054	31%	62%	5%	2%	
THE INFORMATION WAS EASY TO UNDERSTAND	2,052	43%	54%	2%	1%	
THE METHOD OF PRESENTATION OF THE INFORMATION WAS PLEASING	2,046	35%	56%	4%	4%	1%

"INFORMATION WAS HELPFUL" A CHI-SQUARE OF 52.56 FOR SECONDARY SCHOOLS AND TWO-YEAR COLLEGES ON THIS ITEM WAS SIGNIFICANT BEYOND THE .001 LEVEL. *

"INFORMATION EASY TO UNDERSTAND" A CHI-SQUARE OF 47.52 FOR SECONDARY SCHOOLS AND TWO-YEAR COLLEGES ON THIS ITEM WAS SIGNIFICANT BEYOND THE .001 LEVEL. *

"METHOD OF PRESENTATION PLEASING" A CHI-SQUARE OF 56.46 FOR SECONDARY SCHOOLS AND TWO-YEAR BEYOND THE .001 LEVEL. *

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* THIS DIFFERENCE COULD BE ATTRIBUTED TO CHANCE ONLY ONCE IN 1,000 OCCURRENCES.

TABLE 13

TWO-YEAR COLLEGE STUDENTS' RATING OF THREE FEATURES OF THE OCCUPATIONAL GUIDES

FEATURE	N	PERCENT STRONGLY AGREE	AGREE	DO NOT KNOW	DISAGREE	STRONGLY DISAGREE
THE INFORMATION WAS HELPFUL	171	20%	61%	8%	10%	1%
THE INFORMATION WAS EASY TO UNDERSTAND	177	23%	59%	6%	9%	3%
THE METHOD OF PRESENTATION OF THE INFORMATION WAS PLEASING	177	22%	52%	8%	15%	3%

TABLE 14

NUMBER AND PERCENT OF TIMES THE OCCUPATIONAL GUIDES WERE USED, BY METHOD OF DISSEMINATION

METHOD OF DISSEMINATION	ENROLLMENT	N	%
READER	9,472	332	4
READER-PRINTER	9,119	909	10
LOOSE-LEAF BOOKLET	9,232	1,017	11
TOTAL	27,823	2,258	

A CHI-SQUARE TEST FOR THE PROPORTION OF USERS FOR THE THREE DIFFERENT MEANS OF DISSEMINATION YIELDED A CHI-SQUARE OF 416.132, SIGNIFICANT BEYOND THE .001 LEVEL. (THIS DIFFERENCE COULD BE ATTRIBUTED TO CHANCE ONLY ONCE IN 1,000 OCCURRENCES)

Tables 15-20

During the week of April 8, 1968, 76 counselors in the twelve pilot schools completed one questionnaire each (Appendix E) on the use of the VOGUE occupational guides in their school. This number represents 100 percent of all the counselors who had used the occupational guides with their students.

In the nine secondary schools, all were full-time counselors and all completed the questionnaire. In the three two-year colleges, the term "counselor" included such titles as dean of students, director of admissions, director of placement, financial advisor, etc. All college counselors who spent at least fifty percent of their time in career guidance and counseling and who used the guides completed the questionnaire.

Thirteen percent of the counselors did not know whether the students in their school found the guides helpful (Table 15). Of the remainder, eighty-six percent thought that the students found them helpful or very helpful. Only one percent thought that the students did not find them helpful.

Three percent of the counselors had not seen other occupational literature in their school (Table 16). Of the remainder, thirty-five percent rated the guides as "more helpful than most other occupational literature" (about the same as the students' rating), fifty-three percent rated them "as helpful as most other occupational literature," and only nine percent rated them as "less helpful than most other occupational literature."

Fifty-five percent of the counselors in the academic high schools, forty-two percent of the counselors in the comprehensive high schools, and 100 percent of the counselors in the area vocational-technical schools (Table 17) reported that their classroom instructors used the occupational guides occasionally or frequently with their students. Fifty-two percent of the counselors in all the schools reported that their classroom instructors seldom or never used the occupational guides with their students.

The number of responses in each category of Table 18 were too small to compute any statistically significant differences in the counselors' rating of satisfaction with the three methods used for disseminating the occupational guides (microfilm reader, microfilm reader-printer, and loose-leaf booklet). It appears, however, that the counselors reporting were least satisfied with the reader and that there was almost no difference in their rating of satisfaction between the reader-printer and the loose-leaf booklet.

The number of responses in Table 19 were too small to compute any significant differences in the counselors' preferences as to the methods used for disseminating the occupational guides. Personal interviews with about fifty of the counselors, however, indicated a preference for the loose-leaf booklet combined with a reader-printer.

Table 20 lists, in random order, the ten outstanding features of the occupational guides as submitted by a stratified sample of forty-one counselors from five high schools in Nassau County (Table A). The rating of these ten outstanding features of the guides by the seventy-six counselors from the twelve pilot schools indicates that they liked the guides. The "outstanding features" were rated as good to excellent by seventy-eight to ninety-four percent of the seventy-six counselors who actually used the guides with their students.

TABLES 15-20

RATING OF THE OCCUPATIONAL GUIDES BY COUNSELORS IN THE TWELVE PILOT SCHOOLS

TABLE 15

COUNSELORS' OPINION OF THE REACTION OF STUDENTS IN THEIR SCHOOL TO THE OCCUPATIONAL GUIDES, BY TYPE OF SCHOOL

COUNSELORS' OPINION	ACADEMIC H. S.		COMPREHENSIVE H. S.		AREA VOC SCHOOLS		TWO-YEAR COLLEGES		ALL SCHOOLS	
	N	%	N	%	N	%	N	%	N	%
THE STUDENTS FOUND THEM VERY HELPFUL	8	27	12	57	2	40	8	38	30	39
THE STUDENTS FOUND THEM SOMEWHAT HELPFUL	18	63	9	43	3	60	8	38	38	47
THE STUDENTS DID NOT FIND THEM HELPFUL							1	5	1	1
DO NOT KNOW	3	10					4	19	7	13
TOTAL	29	100%	21	100%	5	100%	21	100%	76	100%

TABLE 16

COUNSELORS' RATING OF THE OCCUPATIONAL GUIDES

RATING	N	%
MORE HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE	27	35
AS HELPFUL AS MOST OTHER OCCUPATIONAL LITERATURE	40	53
LESS HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE	7	9
HAVE NOT SEEN OTHER OCCUPATIONAL LITERATURE	2	3
TOTAL	76	100%

TABLE 17

FREQUENCY OF USE OF THE OCCUPATIONAL GUIDES BY CLASSROOM INSTRUCTORS, BY TYPE OF SCHOOL

FREQUENCY	ACADEMIC H. S.		COMPREHENSIVE H. S.		AREA VOC SCHOOLS		TWO-YEAR COLLEGES		ALL SCHOOLS	
	N	%	N	%	N	%	N	%	N	%
FREQUENTLY	3	10			1	20			4	5
OCCASIONALLY	13	45	9	42	4	80	6	29	32	43
SELDOM	8	28	6	29			8	38	22	29
NEVER	5	17	6	29			7	33	18	23
TOTAL	29	100%	21	100%	5	100%	21	100%	76	100%

TABLE 18

COUNSELORS' RATING OF THEIR SATISFACTION WITH THE METHOD USED IN THEIR SCHOOL TO DISSEMINATE THE OCCUPATIONAL GUIDES

RATING	READER		READER-PRINTER		LOOSE-LEAF BOOKLET	
	N	%	N	%	N	%
VERY SATISFIED	3	16	10	35	10	36
SATISFIED	9	47	12	41	13	46
DISSATISFIED	7	37	7	24	5	18
TOTAL	19	100%	29	100%	28	100%

TABLE 19

COUNSELORS' PREFERENCE AS TO METHOD OF DISSEMINATING THE OCCUPATIONAL GUIDES

ORDER OF PREFERENCE	READER		READER-PRINTER		LOOSE-LEAF BOOKLET	
	N	%	N	%	N	%
1ST	2	8	15	53	11	39
2ND	13	46	9	32	6	22
3RD	13	46	4	15	11	39
TOTAL WITH PREFERENCE	28	100%	28	100%	28	100%
TOTAL NO PREFERENCE	48					

TABLE 20

COUNSELORS' RATING OF THE OUTSTANDING FEATURES OF THE OCCUPATIONAL GUIDES

		PERCENT			
FEATURE	N	EXCELLENT	GOOD	FAIR	POOR
LANGUAGE LEVEL	76	29%	55%	12%	4%
HEADINGS	76	36%	57%	6%	1%
UP-TO-DATE INFORMATION	76	47%	44%	8%	1%
REGIONAL AND LOCAL INFORMATION	76	56%	38%	5%	1%
DETAILED JOB REQUIREMENTS	76	28%	58%	13%	1%
OUTLINE FORM	76	39%	47%	11%	3%
ASSOCIATION OF EDUCATIONAL REQUIREMENTS WITH OCCUPATIONAL CHOICE	76	27%	51%	18%	4%
FORMAT	76	39%	50%	8%	3%
SHORT, CONCISE STATEMENTS	76	30%	58%	11%	1%
LISTING OF DISADVANTAGES AS WELL AS ADVANTAGES	76	31%	58%	11%	

Tables 21 and 22

The occupational guides were distributed to twenty vocational-industrial cooperative (VICA) teacher-coordinators in Nassau and Suffolk Counties. Nineteen of them (95%) completed one questionnaire each during the week of April 8, 1968, based on their use of the guides with their students from February 15, 1968, through April 8, 1968. VICA teacher-coordinators place high school students in industrial and trade occupations on a half-day basis in their junior and/or senior year, supervise their work experience, and conduct a daily class of related instruction. They are considered to be more knowledgeable about occupational information than most other members of the high school staff. Accordingly, their opinion of the occupational guides, reported below, was eagerly sought.

Ninety-five percent of the VICA teacher-coordinators (Table 21) rated the VOGUE guides as "more helpful than most other occupational literature," as against thirty-five percent of the seventy-six counselors from the twelve pilot schools. None of the teacher-coordinators rated the guides as "less helpful than most other occupational literature" or "had not seen other occupational literature."

In rating the outstanding features of the guides (Table 22) the teacher-coordinators seemed to like them even better than did the counselors in the twelve pilot schools (Table 20). One hundred percent of the teacher-coordinators rated good to excellent the format and the short concise statements of the guides.

Generally, the counselors in the twelve pilot schools reported that they referred the students to the guides and had little follow-up with

TABLES 21 AND 22

RATING OF THE OCCUPATIONAL GUIDES BY VOCATIONAL INDUSTRIAL COOPERATIVE TEACHER-COORDINATORS

TABLE 21

VOCATIONAL INDUSTRIAL COOPERATIVE TEACHER COORDINATORS' RATING OF THE OCCUPATIONAL GUIDES

RATING	N	%
MORE HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE	18	95
AS HELPFUL AS MOST OTHER OCCUPATIONAL LITERATURE	1	5
LESS HELPFUL THAN MOST OTHER OCCUPATIONAL LITERATURE		
HAVE NOT SEEN OTHER OCCUPATIONAL LITERATURE		
TOTAL	19	100%

TABLE 22

VOCATIONAL INDUSTRIAL COOPERATIVE TEACHER-COORDINATORS' RATING OF THE OUTSTANDING FEATURES OF THE OCCUPATIONAL GUIDES

		PERCENT			
FEATURE	N	EXCELLENT	GOOD	FAIR	POOR
LANGUAGE LEVEL	19	69%	31%		
HEADINGS	19	58%	37%	5%	
UP-TO-DATE INFORMATION	19	47%	31%	5%	17%
REGIONAL AND LOCAL INFORMATION	19	53%	42%	5%	
DETAILED JOB REQUIREMENTS	19	42%	31%	16%	11%
OUTLINE FORM	19	47%	37%	5%	11%
ASSOCIATION OF EDUCATIONAL REQUIREMENTS WITH OCCUPATIONAL CHOICE	19	37%	42%	21%	
FORMAT	19	63%	37%		
SHORT, CONCISE STATEMENTS	19	53%	47%		
LISTING OF DISADVANTAGES AS WELL AS ADVANTAGES	19	58%	37%	5%	

them after they read the guides. The teacher-coordinators, however, generally reported that they used the occupational guides as a basis for instruction in their daily classes and in individual contacts with their students.

COMMENTS ON THE USE OF THE OCCUPATIONAL GUIDES BY COUNSELORS IN THE TWELVE PILOT SCHOOLS

(From Page Two of the Questionnaire)

(N = 76)

"In What Ways Did You Use the Occupational Guides?"

Use - In Individual Guidance	N
Incorporated the occupational guides in individual counseling interviews with students.	22
Used them with students who were unsure of their occupational goals.	4
Sent students to consult them.	4
Instructed students and parents on the use of the guides after brief discussion in individual interviews with counselor on occupations and choosing a career.	3
Used them as reference aids for students who inquired about specific occupational information.	2
Used them as introduction to vocational choices and subject selections for next year.	2
Referred teachers and students to the guides.	1
Used them in individual vocational counseling for the work bound student.	1
Used guides as a means of exposing students to opportunities which exist in Nassau and Suffolk.	1

Use - In Individual Guidance	N
Used them with twelfth-grade work-bound students.	1
Used them to support the necessity of learning related subjects.	1
Used them mostly with mature women seeking vocational direction(two-year college).	1
As admissions counselor (two-year college), I informed applicants that the information was available.	1
Used them with potential dropouts.	1
Total N =	45

Use - In Group Guidance	N
Used them in group guidance with classes.	5
Acquainted eleventh grade students with current local occupational information.	4
Used them in small-group guidance sessions.	3
Used them with home room groups.	2
Held group guidance sessions with all ninth grade work bound students.	1
Took students from ninth-grade English classes in groups of seven or eight to view occupational guides on the reader-printer.	1
Took students three at a time from core classes to view the guides on the reader.	1
Spoke about them to all eleventh-grade students in social studies classes.	1
Total N =	18

Use - With Classroom Instructors	N
Instructed ninth-grade English teachers on their use, advantages, etc.	1
Made available projectuals of several occupational guides to teachers to stimulate interest in their use.	1
Sent copies of particular guides to teachers and suggested that they make students aware of opportunities to secure information about occupations related to their field of teaching.	1
Gave a set of guides to each teacher-coordinator of our five vocational education facilities (area vocational-technical school).	1
	Total N = 4

Use - General	
Used the guides as a reference list for heavy demand occupations.	1
Found limited use for them (two-year college).	1
Students who used the guides did so entirely on a self-initiated basis (two-year college).	1
	Total N = 3

"In What Ways Did You Find the Occupational Guides Helpful?"

Helpful - Content	N
They were superior in that they gave accurate, current information.	8
They gave an accurate local picture.	5
They help students with self-appraisal and career choice.	3
They helped make students aware of occupations and their shortcomings.	2
The guides brought students' thinking closer to reality.	2
Gave essential facts on occupations.	1
They do bring together in one place a good cross-section of information.	1
I liked the cross-indexing into occupational areas.	1
Very helpful in assisting students to learn about related careers in the field of interest to them.	1
Made students aware of different things to consider about occupations.	1
The guides helped students to see how it is possible to move from an entrance level into different positions.	1
They helped students pick courses for next year.	1
They were direct and to the point.	1
Very helpful in exit interviews (two-year college).	1
	Total N = 29

Helpful - Format

	N
They were concise.	5
They were in an attractive format which encouraged students to read.	5
Lots of eye appeal. Students responded quickly with interest.	1
Consolidated a great deal of information in a relatively simple form.	1
Total N =	12

Helpful - Reading Level

	N
Appealing to the younger students.	1
Encouraged students to read more.	1
Total N =	2

Helpful - Method of Dissemination

	N
The gimmick of the reader-printer attracted some students who might not have otherwise used the occupational guides.	6
Easy to hand out and have students take them with them for future reference.	3
Loose-leaf binder was easily accessible.	2
Students were impressed and helped by being able to take printed materials away with them.	1
Total N =	12

"In What Ways Did You Find the Occupational Guides Frustrating?"

Frustrating - Content

	N
Should be expanded to include more occupations.	14
Not enough professional titles.	12
Not enough information on specific training required.	3

Frustrating - Content	N
There were incomplete or trite statements concerning location of jobs, schools, etc.	1
Information geared generally to the work-bound students and unfortunately most students at this stage of the game are not quite ready to accept certain of the occupations described in VOGUE.	1
Lack of depth in job descriptions.	1
Lack of a guide on how to use the job descriptions with students.	1
There was little new information in the guides for students who already were somewhat interested in a particular field.	1
The guides were not broken down into enough occupational areas of work.	1
Not enough of the more popular or glamorous occupations.	1
The job titles did not seem to meet the needs of the two-year college students.	1
Total N =	37

Frustrating - Format and Reading Level	N
Format and language somewhat immature for the bright senior.	2
language too difficult for some students.	1
Total N =	3

Frustrating - Method of Dissemination	N
The reader-printer was out of order frequently.	3
The reader-printer was time-consuming in operation.	2
Students would use the reader-printer as a gimmick or a toy.	2
There were too many students crowding around the reader-printer at the same time.	1
It was sometimes difficult to get near the reader-printer because of its popularity.	1
We could not give the reader-printer proper supervision.	1
Too far to walk to use the reader-printer.	1
	Total N = 11

Frustrating - General	N
Did not like to be concerned with student evaluation forms.	1
The guides were helpful but frustrating because must force their use.	1
	Total N = 2

"What Improvements Would You Like to See in the Occupational Guides?"

Improvements - Content	N
More educational information (lists of schools and colleges offering occupational education).	13
"Schools" and "Costs of Education and Entry" are weakest sections.	6
Would like more sources of reference for further information.	4
Local industries offering on-the-job (OJT) training should be included in the guides.	3
Would like more local information.	2

Improvements - Content	N
Would like the information to be more up-to-date.	2
Expand the grouping of professional, managerial, and related occupations.	1
Clarify section titled "Costs of Education and Entry."	1
Add 50 more titles to the list.	1
Suggest fewer references to "see your counselor" because it is a stock answer not often fulfilled.	1
Suggest the possible addition of some simple tests to establish elementary competence (as recognition of correct spelling in clerical categories for instance) might establish more student confidence and interest.	1
More stress should be placed on developing proficiency to attain top salaries.	1
Add accrediting agency to which students may write for more information.	1
I would like to see related occupational information such as (a) apprenticeship programs (how to break into apprenticeship), (b) listing of important local offices such as, New York State Employment Service, Social Security, (c) model resumes, etc.	1
Schools and labor unions could be added to page 4 of the guides.	1
Would like to see salaries listed in yearly earnings in addition to weekly earnings.	1
Salaries should be listed only in very broad terms or should be omitted entirely because they change rapidly and apply locally only.	1
Would like more concise material.	1

Improvements - Content	N
I believe that many of these occupations were not in tune with two-year college students. This is a good source of information, but does not inspire students to look for further information.	1
Broaden the scope of the guides to the extent of expanding various career programs for women of all ages (two-year college).	1
Should list certification or licensing requirements for those jobs that require them.	1

Total N = 45

Improvements - Format	N
I found the guides extremely well done. Too bad you couldn't have made them smaller in size.	1
Suggest possible color coding for more effective classification.	1
Use different color paper and bold titles.	1
The information provided was ideal for counseling purposes. However, the outline form was not easy for students to absorb. I believe a narrative style would be more acceptable (two-year college).	1
Vary the marginal drawings. Make them more relevant to specific fields.	1

Total N = 5

Improvements - Reading Level	N
Employ a reading specialist to reduce the reading level of the grouping of trade and industrial occupations.	1
Upgrade the language in the guides to high school level.	1

Total N = 2

Improvements - Method of Dissemination	N
The reader that we used is a very poor machine and the microfilm aperture cards are too fragile.	1
Copy should be printed on larger type for viewing on reader-printer.	1
Total N =	2

"What Additional Comments Would You Like to Make?"

Comments	N
Be sure to keep the guides current by periodic in-the-field checking.	7
I believe that these guides could be utilized to a greater degree on the junior high school level to help students make decisions on their future goals.	5
In all fairness, I think that two months has been too short a period of time to evaluate the guides.	3
I believe the project is a great step forward and should be continued from year to year to maintain and improve occupational information.	5
I would like both reader-printer and loose-leaf binders for the occupational guides.	3
The occupations as they are written should be used at a lower educational level (junior high school).	2
What we need is a COURSE in occupations!	1
I would very much like to see this program (VOGUE) instituted on a state-wide level as part of a planned organized program in occupations.	1
Each counselor should be trained in the maintenance of the microfilm viewer.	1
I would welcome ideas on setting up a workable schedule for the microfilm viewer.	1

Comments	N
Occupations now offered are reaching a limited amount of students.	1
I question whether the time and energy were really worth the results.	1
My only comments would be to have more readers or reader-printers available in the library, work-coordinator's office, and department resource centers. All in all, I am very happy we had the opportunity to participate in this project.	1
Request a means of alerting students to this material via displays, signs, and bulletin boards.	1
The statement on most of the guides that the student must be able to read and write English is condescending and ridiculous, inasmuch as without this "language" he would not be reading the materials in the first place.	1
I would prefer a machine which had a magazine to hold slides and focus them.	1
Format and content are very good.	1
A separate reader in addition to a reader-printer would have been useful since students have a short time to use the viewer and the tendency was to print each occupational guide rather than to read it first.	1
Excellent project and should be expanded possibly as a cooperative program of schools, labor department, and industry.	1
Students were pleased with the materials and I would have found this experience most gratifying had I more time to give to the project.	1
It was a pleasure to be able to participate in this research. Hopefully, there will be follow through after initial research to keep such an occupational information system up to date and available to counselors and students.	1

Comments	N
It is unfortunate that many counselors neglect their occupational counseling responsibilities. These guides are an excellent tool in the hands of the professional counselor.	1
I would like to see the project become a permanent resource--as I found the materials very helpful, easily accessible, and readable.	1
I have often desired to devote more counseling time to occupational information but do not have facilities for a file of such materials in my office. (They won't let me buy a file) The loose-leaf binder provided such reference material in readily available form.	1
A useful tool. Glad to have had its use.	1
I didn't like the reader because it was crude--but kids seemed to like it. Everybody liked VOGUE--now to keep the ball rolling.	1
My biggest concern is its continued use. Would like to see it used and brought into the total picture of guidance.	1
The amount of use put to the briefs here (two-year college) is in no way a reflection of their value. It takes time to build a counseling service.	1
Keep up the good work!	1
	Total N = 48

VOCATIONAL GUIDANCE CONSULTING SERVICES TO SCHOOLS AND AGENCIES IN NASSAU COUNTY, LONG ISLAND, NEW YORK

One of the objectives of Project VOGUE recommended by the Bureau of Guidance was "to demonstrate a county-wide consulting service in vocational guidance for improving school programs in assisting students to make appropriate occupational and career choices and decisions." The availability of this service was announced early in the year in a letter to the chief administrators of the fifty-six Nassau County school districts. Since this type of activity does not lend itself to internal evaluation other than through solicited letters of testimony, no attempt at evaluation was made for this report.

Experience has shown that there is a genuine need for this type of service in Nassau County. The following agencies requested and received vocational guidance consulting services during the year (most on repeated occasions): Farmingdale Public Schools, Levittown Public Schools, Nassau Community College, Bethpage High School, Nassau County Youth Board, National Conference of Christians and Jews, Island Trees High School, North Shore High School, Long Island Personnel and Guidance Association, Nassau County Youth Board Ad Hoc Committee on Library Based Information and Counseling Services, The Education Council (TEC), and Roslyn High School Parents Association.

CHAPTER IV

DISCUSSION

Analysis of the data strongly indicates that students, counselors, and vocational-industrial cooperative teacher-coordinators liked the VOGUE occupational guides. Personal interviews with fifty of the seventy-six counselors who used the guides, and with all of the twenty teacher-coordinators who used the guides, brought out the fact that they considered the most desirable features of the guides to be the outline format and the regional information such as wages and future demand. All those interviewed expressed the hope that the guides would be made available on a permanent basis and that they would be continually updated. Many of the counselors admitted that while they often did not have the "time" to use the guides regularly with students, they liked to know that the guides would be available in updated form whenever needed. The teacher-coordinators said that they would use them with all their students on a regular basis. They expressed a particular need for continually updated guides with special emphasis on educational and job requirements and local wage information.

One explanation for the relatively high percent of eighth grade students who read the guides may be that this is the grade in which teachers traditionally conduct occupations units. A surprising result of the study was that there was no significant difference in the use of the guides by students in grades 7, 9, 10, 11, or 12.

The extremely infrequent use of the guides by two-year college students gives rise to several questions. Why did the counselors play such a small part in referring the students to the guides? One public library reported that five students from a local two-year college

(15 miles away) requested to see the guides because an instructor told the students about them. At this same two-year college, which had ten counselors, only six students read the guides at the school in a period of two months (Table C)! Were the guides inappropriate for two-year college students? Considering the upward aspirations of so many two-year college students toward professional goals, if more professional occupational titles had been offered, would the guides have been read more frequently at the colleges? How do two-year college counselors perceive their role? How do two-year college students percieve the role of their college counselors? Could it be, as one student stated, and eleven others concurred, that two-year college students view their counselor as the one to see only when they are experiencing "academic difficulty?" Why did proportionately almost twice as many fellow students refer two-year college students to the guides as did their counselors?

The fact that area vocational-technical school students read the guides proportionately twice as often as students from academic or comprehensive high schools may possibly be attributed to the following considerations: (1) the earlier vocational maturity of students who have already committed themselves to an occupational goal, and (2) the involvement of vocational instructors in disseminating occupational information to their students reported that their classroom instructors used the occupational guides occasionally or frequently with their students).

All vocational-technical programs at the secondary level would do well to consider developing student personnel programs which would include occupational information and career guidance and which would be coordinated by the counselors and involve all the classroom instructors.

The fact that a significantly larger proportion of twelfth-grade girls than twelfth-grade boys read the guides may possibly be explained by the popular notion that girls at this age are more "mature" than boys and hence, more interested in their career objectives at this time. In light of this, counselors should take special note of the career development of high school girls, with possible implications for guidance practice.

Parents play a major role in the career development of their children. However, a surprisingly small percent of the students who read the guides were referred to them by their parents. Could it be that the parents were not made sufficiently aware of the existence of the occupational guides? Or could it be that the parents did not look to the school as a source of occupational information?

In answer to the question, "Have you made or do you plan to make an appointment to discuss with your counselor the information that you read today in these occupational guides?" forty-eight percent of those completing the questionnaires answered "yes" while only three percent of those interviewed later answered "yes." One wonders whether the students gave the "expected answer in the questionnaire and a more "truthful" answer in a group meeting with fellow students. The San Diego VIEW Project (Whitfield and Hoover 1967) reported that only twenty percent of the students interviewed in June (several months after completing questionnaires) indicated that they had discussed occupational information with their counselor.

In the completed questionnaires only twenty-six percent of the students stated that they "had not read other occupational literature" as against ninety percent of the students who made this statement in a later group meeting. Could it be that the students gave the "expected" answer in the questionnaire and a more "truthful" answer in a meeting with their fellow students? In the San Diego VIEW Project (Whitfield and Hoover 1967) forty-nine percent of the students completing questionnaires on the use of local occupational guides said that they had not read other occupational information.

In group meetings held in May with sixty-two students from three pilot senior high schools (grades 9-12) and one pilot two-year college, a surprising attitude seemed to run through all the comments. It appeared that while all the students felt that the guides were "very good" they all seemed to feel that students in a lower year or grade level would make "better use" of them. The overall impressions gained in these meetings were that the great majority of the students (1) had never been exposed before to occupational literature, (2) had never really thought about how occupational literature might be a factor in their vocational planning, and (3) would consider as "helpful" almost any type of occupational literature.

A surprising result of the survey was that ninety-seven percent of the high school students as against eighty-two percent of the two-year college students rated the guides as easy to understand. Could it be that the two-year college students read more into the guides than did the high school students?

The tables show that the reader was used significantly less often than either the reader-printer or loose-leaf booklet. What the tables do not show is that the sentiment (expressed in personal interviews) of practically all the counselors in the four schools was markedly negative toward the use of the reader. Even though the reader-printer was used about as often as the loose-leaf booklet, almost all the counselors in the four schools that used a reader-printer expressed a preference in personal interviews for the loose-leaf booklet combined with a reader-printer. Considering the cost factor of using a reader-printer (Appendix H) it is doubtful that many schools will be willing to use this method for disseminating occupational information, unless they use the reader-printer for additional purposes.

On the second page of the counselor evaluation questionnaire (Appendix E), the counselors were asked to write their subjective answers to four questions regarding the use of the occupational guides. Their comments were tabulated and summarized earlier. They were included almost in their entirety in order to give some insight into what the counselors in the twelve pilot schools thought about the use of the occupational guides in career guidance.

In examining their comments, it appears obvious that the counselors showed a wide divergence in their attitudes toward using the occupational guides with their students. As expected, a large majority used the guides in individual guidance, about one fourth used them in group guidance, and a few used them with the classroom instructors. While most of the counselors liked the content of the guides, a large number of them indicated that they wanted better information on schools, colleges, and industries offering occupational education or training. Their criticisms were not unexpected inasmuch as this was brought out as a weakness in the guides in the orientation meetings with counselors early in the year.

The occupational titles selected for Project VOGUE (Appendix B) were aimed primarily at meeting the need for information on job opportunities below the baccalaureate level (Appendix A).

In their written comments on the questionnaires and in personal interviews, many counselors indicated considerable frustration with the mechanics of using the microfilm reader or reader-printer. By contrast, almost all of the students interviewed reported no trouble with the machines. They were either fascinated with them (work-bound students) or were indifferent to them (college-bound students and two-year college students).

It may be concluded from the results of the study that a concerted effort is needed to even get students to seek information, let alone help them use it. With the all-out effort that was made to acquaint everyone with the existence of the guides, it still takes the teachers and counselors to insure some utilization. Even then 92 percent of the pupils in their last year of high school and 99 percent of those in their second year of two-year college did not make any use of the guide. Follow-up interviews of 62 subjects suggested that the students feel it is too late for them to utilize information but that members of the class just behind them could profit from obtaining the information. This is a rather fatalistic attitude and reflects a feeling that the individual lacks the capability or capacity to plan his future.

Project Limitations

The principal objectives of Project VOGUE were (1) to demonstrate and test the value of new occupational guides written especially for one region within the state, (2) to compare the use of the occupational guides by students in four different types of schools and, (3) to compare three different methods of disseminating the new occupational guides.

Under ideal conditions, the guides should have been available early in the school year to enable counselors and teachers sufficient time to familiarize themselves and their students with them and to develop proper procedures for their use.

Project VOGUE was begun officially, however, on September 1, 1967, and was concluded on June 30, 1968. In the ten months' duration of the Project, the occupational guides had to be written, edited, printed, collated, and disseminated. Approval of the twelve pilot schools to participate in the project had to be obtained. The directors of guidance and the counselors in the pilot schools had to be oriented to the background and objectives of the Project. Evaluation procedures had to be developed. Time had to be reserved in the local electronic data processing center to compute and treat the results which were obtained from student and counselor evaluation questionnaires. The data had to be processed and analyzed and the Final Report had to be written, typed, and published by June 30, 1968.

As a result of the above time factors, the period that had to be established for all schools to use and evaluate the occupational guides were the two months between February 15, 1968, and April 10, 1968. It would have been more desirable to extend the evaluation period to three to four months in the fall semester and three to four months in the spring semester. Thus, one limitation of the project is the possibility of high utilization of the guides because of the Hawthorne effect as a result of the short, intense period established for the evaluation of the guides.

Another possible limitation of the project is that the range of occupations represented, because of the criteria for inclusion (Appendix A) may not have had appeal for the high school student who plans on a job entry level corresponding to that of a college graduate. Support for this might be found in that area vocational-technical school students made twice the use of the guides than did students from the other type high schools while few college students used the guides. On the other hand, the greater utilization among students in area vocational-technical programs may reflect the wider involvement of their vocational instructors in referring them to the guides (see Table 4).

Since it is not known to what extent occupational information was sought in the twelve pilot schools or in other schools prior to the study, there is no way to determine whether the present findings represent any increase or not. This is to say, even though the percentage of students using the guides in the pilot schools was relatively small (5%), it could represent a sizable increase in the normal use of occupational information by students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The most obvious conclusion to be drawn from this pilot project appears to be that the provision of occupational information tailormade to counselor specifications does not assure its widespread use.

This project was preceded by a year of research, much of which was devoted to ascertaining the kind of occupational information that counselors want (DuBato 1967). Counselors said they wanted up-to-date information, written in language that students could understand, and presented in an attractive, readable format.

The information demonstrated in this project was assembled by competent occupational analysts, published in the prescribed form, presented free to nine high schools and three two-year colleges. The counselors, teachers, and students who used the information liked it. Criticisms were rare. Most of the criticisms of the counselors indicated that they wanted more occupational guides; but in two months only 5 percent of the students looked at the guides and after the two-month demonstration ended, considerably less than 5 percent looked at them.

The research on which this pilot project was based (DuBato 1967) also indicated that counselors felt that their formal preparation in and present knowledge of occupational information was less adequate than in other areas of guidance. A solution to encouraging a more widespread use of occupational information in developing occupational maturity among students may be found in the following recommendation made by Hoppock in his capacity as special consultant to this project:

> Schools will get good occupational information services only when they free one competent, experienced, and committed counselor, and make him a career information consultant, with a roving commission to do everything that he can to improve the quality and to extend the use of occupational information for career development in his school. A disturbingly large number of students and teachers are astonished to learn how much occupational information is readily available in print or in other forms, such as slides, films, tapes, and television. Some of the information is biased, some is obsolete, but some of it is good. The good materials could and should be used much more than they are today.

There were encouraging indications that the use of occupational information was extended and improved when one competent person had the time and the inclination to promote its use. Teachers used more occupational information when someone continually called their attention to new materials appropriate for their classes and suggested methods for using them. Counselors made better use of occupational information when someone continually weeded out the obsolete, screened out the bad, and sought the good. Students' demand for occupational information was quickly increased by appropriate bulletin board displays, library exhibits, group conferences, and recommendations by teachers and counselors, all of which could be provided or stimulated by a good career information consultant.

This project began as a one-year feasibility study. It was extended another year to provide for a demonstration of what the first year had found to be feasible.

What is needed now is further research, under carefully controlled experimental conditions, to find the answers to the following questions:

1. In schools and colleges which have not been a part of this pilot study, how frequently do students, teachers, and counselors seek and use occupational information?
2. How does this use compare with the use of the occupational guides made in the twelve pilot schools?

3. Can a *competent* and *interested* career information consultant significantly and substantially increase the use of the occupational guides and of other good occupational information?

4. In the judgment of students, parents, teachers, counselors, administrators, and boards of education, is the product of the consultant's efforts worth the cost?

5. Do the observed differences in use of the guides at different grade levels and in different kinds of institutions appear again when a career information consultant is at work?

6. Do their differences appear to be determined by the needs of the students, the nature of the guides, the kinds of occupations described, the attitudes of counselors and teachers, or to some other factors?

7. How does occupational information affect career choice?

8. What factors motivate students to seek occupational information?

CHAPTER VI

SUMMARY

The purpose of this project was to test the effectiveness of a cooperative arrangement between the New York State Education Department and the New York State Employment Service undertaken in order to produce and to disseminate up-to-date information about local-entry occupations for use in the career guidance of students in a sampling of high schools and two-year colleges in Nassau and Suffolk Counties of the New York metropolitan area.

Four-page descriptions of 200 entry occupations were prepared by the State Employment Service and published by the Nassau County Board of Cooperative Educational Services in two forms: (1) a loose-leaf binder and (2) a deck of microfilm aperture cards.

Three comprehensive high schools, three academic high schools, three area vocational-technical programs, and three two-year colleges were supplied with the 200 occupational guides. Four of the schools received the guides in the form of printed loose-leaf binders which were given to each counselor. Four schools received a microfilm reader, 200 aperture cards, and twenty-five printed copies of each occupational guide to distribute to students who requested them. Four schools received a microfilm reader-printer and 200 aperture cards. With the press of a button the reader-printer could produce printed copies of the guides.

Counselors and teachers were invited to use the guides in their counseling and teaching and to encourage students to refer to the guides for occupational information. The guides were used and evaluated according to a predetermined plan during an experimental period of two months.

In general the guides were well received by counselors, teachers, and students and were considered superior to the average run of occupational information found in most occupational information files. The loose-leaf binder of printed guides and the reader-printer with its aperture cards were about equally popular. The reader was used less than either the loose-leaf binder or reader printer.

Ninety-two percent of the students who used the guides said they would recommend the guides to other students; 75 percent wanted to keep copies of the guides they had read.

In the comprehensive and academic high schools, most of the students who used the guides did so at the suggestion of their counselors. In the area vocational-technical programs most such referrals came from the classroom instructors. In the two-year colleges, most of the suggestions came from fellow students. The college students said they seldom went to see their counselors except on academic problems; they thought that their instructors were more competent than their counselors to help them with occupational information.

Although 48 percent of the students said they planned to make appointments with their counselors to discuss what they had read in the occupational guides, a later follow up of a small sample of them revealed that only 3 percent had done so.

Generally, the counselors in the twelve pilot schools reported that they referred the students to the guides and had little follow up with them after they had read the guides. The teacher-coordinators, however, generally reported that they used the occupational guides as a basis for instruction in their daily classes and in individual contacts with their students.

In two of the three colleges, with a combined enrollment of 7,666 students and 18 counselors, the occupational guides were used by only 16 students.

In proportion to enrollment, students in area vocational-technical education programs made twice as much use of the guides as did the students in either academic or comprehensive high schools, and thirteen times as much use as the students in two-year colleges.

The twelve pilot schools had a total enrollment of 27,823. Of these, 1,282 students (approximately 5 percent) read the occupational guides at least once during the experimental period of two months. Without comparable figures on how many students use other sources of occupational information during a comparable period, it is difficult to judge whether or not 5 percent indicates progress.

As a follow up to Project VOGUE, the New York State Bureau of Guidance will undertake a program of disseminating the occupational guides during 1968-1969 to as many schools as possible in Nassau and Suffolk Counties. The Division of Employment will be requested to update the guides and add new occupational titles as needed.

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APPENDIX A

METHOD OF SELECTION OF THE OCCUPATIONAL TITLES

METHOD OF SELECTION OF THE OCCUPATIONAL TITLES

Occupational guides were written in 1967-1968 by the Division of Employment of the New York State Department of Labor for Nassau and Suffolk Counties in a contractual arrangement with the Board of Cooperative Educational Services, Nassau County. The purpose of the guides was to provide up-to-date national, state, and local information for counselors and students in secondary schools and two-year colleges as an aid in career guidance and occupational and career choices and decisions.

The following overlapping criteria were employed as a basis for the selection of occupational titles for which there was a special need in Nassau and Suffolk:

1. Shortage or heavy demand occupations.
2. Occupations in which youth have expressed interest for at least one of the following reasons:
    a. Employment trend is upward.
    b. Jobs are available to entry workers without prior work experience or specific skills, whether or not upgrading potential exists.
    c. Upgrading potentials are predicted.
3. Occupations in which there has been considerable activity in the experience of Employment Service interviewers and counselors.
4. Occupations for which education has been provided in Nassau and Suffolk Counties by secondary schools, two-year colleges, and Manpower Development Training Centers.
5. Most common entry occupations for graduates of secondary schools and two-year colleges.

The selection was accomplished through the cooperative efforts of a vocational guidance consultant from the New York State Education Department and several occupational analysts from the Division of Employment of the New York State Department of Labor. Constantly kept in mind were the occupational information needs of counselors and students in the local area. The following steps were employed in the selection process:

Step One: New York State Employment Service occupational analysts representing the seven districts of the State were asked to submit occupational titles for which they had the "most urgent need" for additional information. From their requests, a priority list of 263 titles was established. An examination of this list revealed many job titles that were not applicable to or needed in Nassau and Suffolk Counties. These were rejected. Some of those rejected were: Millman, Envelope Machine Set-Up Man, Knitter Mechanic, Photostat Operator, Locksmith, Offset Stripper, Ticket Agent, and Roofer Helper.

Step Two: A memorandum was sent to the Office of Occupational Education Supervision and the Office of Manpower Development Training of the New York State Education Department and to the Deans of the two-year colleges in Nassau and Suffolk Counties. The memorandum included a request for a listing of the occupational education offerings in vocational high schools, MDT schools, and two-year colleges. The assumption in making this request was that occupational education offerings were determined according to the needs of business, trade, and industry for trained workers in specific occupational areas.

From the lists and the college catalogs that were received, occupational offerings were translated into specific job titles according to the Dictionary of Occupational Titles (1965). The resulting occupational titles were examined according to criteria 1, 2, 3, and 5 stated above. Those that met the requirements were added to the titles remaining on the priority list described in Step One above.

Step Three: As a further check of local occupational information needs, the chief occupational analyst of the Long Island District Office of the New York State Employment Service made a survey of local employment interviewers and counselors. He asked them to list the occupational titles for which they felt a need for additional information. The resulting list of 71 occupational titles was examined according to the criteria of shortage, demand, activity, interest, and entry in the local area. Those that met the criteria, and were not already included in the list developed through Step One and Step Two, were added to the list.

Step Four: A report called The Plan (1967), released in January 1967 by the Vocational Education and Extension Board of Nassau County public, listed all occupational education offerings in Nassau County public secondary schools. A report called Design for Occupational Education (1967), released in March 1967 by the Board of Cooperative Educational Services, Second District of Suffolk County, listed all occupational education offerings in Suffolk County public secondary schools.

As in Step Two, public secondary school occupational education offerings in Nassau and Suffolk were translated into D.O.T. job titles. Those job titles that met the above stated criteria and which were not already included, were added to the list of selected job titles for Nassau and Suffolk Counties.

Step Five: A considerable number of students enrolled in secondary school and two-year college occupational programs eventually go on to four-year colleges to pursue professional careers. For this reason, a selected list of professional job titles was added to the list of occupational briefs which were prepared for Nassau and Suffolk Counties.

Step Six: A total of 200 occupational titles was selected. Each title was placed on a 5 x 8 card with the appropriate D.O.T. six-digit code number. It was intended to place additional information on these cards, such as related occupations and a coded symbol to indicate which criteria were met by the specific occupational title listed on the 5 x 8 card.

Step Seven: Two lists were established for the selected occupational titles. In the first list the titles were arranged alphabetically. In the second list the titles were grouped according to occupational areas.

While the selection of the occupational titles was a time-consuming task, the grouping of the titles into occupational areas was the more difficult. It had been decided to group the titles in order to encourage counselors and students to investigate job families and occupational clusters rather than individual occupations.

The grouping arrangements considered for the selected occupational titles for Nassau and Suffolk were those that had been established in the following publications: (1) The Dictionary of Occupational Titles, third edition; (2) The Occupational Outlook Handbook (1966-1967), (3) The Plan, A Projection of Occupational Education in Nassau County; and (4) Design for Occupational Education, Projections on Implementation Plans for an Area (Suffolk) Occupational Program.

The Occupational Outlook Handbook grouping was rejected because its groups were too few and too broad. The Dictionary of Occupational Titles grouping was rejected because of the fact that counselors and students were unfamiliar with them.

The grouping plan finally adopted was an adaptation of the groupings in The Plan (Nassau County) and Design for Occupational Education (Suffolk County) because of the feeling that they might make more sense to counselors and students in the schools and two-year colleges of Nassau and Suffolk.

APPENDIX B

INDEXES TO THE OCCUPATIONAL GUIDES

MEMORANDUM

TO: All Users of the VOGUE Occupational Guides

FROM: George S. DuBato

SUBJECT: Complete Listing of 200 Occupational Guides

Enclosed you will find two complete indexes to the 200 occupational guides prepared this year through Project VOGUE. Index No. 1 is an alphabetical arrangement of all the titles. Index No. 2 is an arrangement of titles according to the occupational area.

It is suggested that you rearrange all the occupational guides that you have received according to Index No. 2. This will facilitate the process of counseling students to investigate occupations in a broad area. Index No. 1 may be used as a cross reference. This list replaces the December 1967 list of occupations.

Please note that the titles bearing an asterisk on Index No. 1 appear differently on your occupational guides. We have inverted them in our revised lists in order to make them coincide with the *Dictionary of Occupational Titles*.

GD:ah
2/20/68

VOGUE

Index No. 1

Alphabetical Arrangement of 200 Occupational Guides Prepared for Nassau and Suffolk Counties, Long Island, New York 1967-1968

Key

A = Agricultural and Related Occupations
B = Art Occupations
C = Business Occupations
D = Distributive (Mdsg. & Sales) Occupations
E = Health Occupations
F = Service Occupations
G = Technical and Related Occupations
H = Trade and Industrial Occupations
I = Professional, Managerial and Related Occupations

I	1	ACCOUNTANT
I	2	ADVERTISING ASSISTANT
B	1	ADVERTISING LAY-OUT MAN
I	3	AERONAUTICAL ENGINEER
H	1	AIR-CONDITIONING MECHANIC, COMMERCIAL*
H	2	AIRCRAFT & ENGINE MECHANIC
G	1	AIRPLANE PILOT, COMMERCIAL*
F	1	AIRPLANE STEWARDESS
I	4	ARCHITECT
H	3	AUTOMOBILE-BODY REPAIRMAN
H	4	AUTOMOBILE MECHANIC
D	1	AUTOMOBILE-REPAIR-SERVICE SALESMAN
H	5	AUTO-SERVICE STATION-ATTENDANT
H	6	BAKER
F	2	BARBER
G	2	BIOLOGICAL PHOTOGRAPHER
C	1	BOOKKEEPER (FULL CHARGE)
C	2	BOOKKEEPING MACHINE OPERATOR
H	7	BRICKLAYER
G	3	BUILDING INSPECTOR
D	2	BUYER
H	8	CABINETMAKER
H	9	CAMERA REPAIRMAN
H	10	CARPENTER
H	11	CARPET LAYER
I	5	CASE AID
I	6	CASEWORKER
D	3	CASHIER
H	12	CHASSIS ASSEMBLER (ELECTRONICS)
F	3	CHEF
G	4	CHEMICAL LAB. TECHNICIAN
I	7	CHEMIST, ANALYTICAL*
I	8	CIVIL ENGINEER
C	3	CLAIM ADJUSTER (AUTO INSUR.)
C	4	CLERK, GENERAL
C	5	CLERK-TYPIST
B	2	CLOTHES DESIGNER
I	9	COMMUNITY ORGANIZATION WORKER
C	6	COMPUTER-PERIPHERAL-EQUIPMENT OPERATOR
H	13	CONSTRUCTION-EQUIPMENT MECHANIC
F	4	COOK, SHORT ORDER
F	5	COSMETOLOGIST
C	7	CREDIT CLERK
I	10	CUSTOMS INSPECTOR
E	1	DENTAL ASSISTANT
E	2	DENTAL HYGIENIST
E	3	DENTAL-LABORATORY TECHNICIAN
I	11	DENTIST
G	5	DETAILER
H	14	DIESEL MECHANIC
I	12	DIETICIAN
C	8	DIGITAL-COMPUTER OPERATOR
C	9	DISPATCHER
G	6	DRAFTSMAN, ARCHITECTURAL*
G	7	DRAFTSMAN, CIVIL*

G 8 DRAFTSMAN, ELECTRONIC*
G 9 DRAFTSMAN, HEATING & VENTILATING
G 10 DRAFTSMAN, MECHANICAL
H 15 DRILL-PRESS OPERATOR, PRODUCTION
C 10 DUPLICATING-MACHINE OPERATOR
I 13 ECONOMIST
H 16 ELECTRICAL APPLIANCE SERVICEMAN
I 14 ELECTRICAL ENGINEER
H 17 ELECTRICIAN
H 18 ELECTRICIAN, AIRPLANE
H 19 ELECTRICIAN, RADIO
G 11 ELECTROMECHANICAL TECHNICIAN
G 12 ELECTRONIC TECHNICIAN
H 20 ELECTRONICS ASSEMBLER
H 21 ELECTRONICS MECHANIC
G 13 ENGINEERING ASSISTANT (MECH. EQUIP.)
H 22 ENGINEERING-EQUIPMENT MECHANIC
H 23 ENGINE-LATHE SET-UP OPERATOR
H 24 EQUIPMENT-SERVICE SUPERVISOR (AIR TRANSPORTATION)
C 11 ESTIMATOR (PRINTING AND PUBLISHING)
F 6 EXTERMINATOR
H 25 EXTRUDER OPERATOR
B 3 FLORAL DESIGNER
H 26 FARM EQUIPMENT MECHANIC
F 7 FOOD SERVICE SUPERVISOR
I 15 FORESTER
H 27 GASOLINE ENGINE REPAIRMAN
I 16 GEOLOGIST
A 1 GREENSKEEPER
D 4 GROCERY CHECKER
F 8 HOME ATTENDANT
I 17 HORTICULTURIST
H 28 HYDRAULIC TESTER
B 4 ILLUSTRATOR
G 14 INDUSTRIAL ENGINEERING TECHNICIAN
E 4 INHALATION THERAPIST
G 15 INSPECTOR, PROCESSED FOOD
H 29 INSTRUMENT REPAIRMAN
C 12 KEYPUNCH OPERATOR
H 30 LABORATORY CHIEF
G 16 LABORATORY TESTER
G 17 LABORATORY TESTER (FOOD PRODUCTS)
A 2 LANDSCAPE GARDENER
I 18 LAWYER
I 19 LIBRARIAN
H 31 LINEMAN
C 13 LOAN OFFICER
H 32 MACHINIST
C 14 MAIL CARRIER
H 33 MAINTENANCE MAN-BUILDING
H 34 MAINTENANCE MAN (FACTORY OR MILL)
D 5 MANAGER, DEPARTMENT
C 15 MATERIAL LISTER
H 35 MEAT CUTTER
I 20 MECHANICAL ENGINEER
G 18 MECHANICAL-ENGINEERING TECHNICIAN
E 5 MEDICAL LAB. ASS'T.
C 16 MEDICAL SECRETARY
E 6 MEDICAL TECHNOLOGIST
G 19 METALLURGIST, ASS'T.
H 36 MILLING-MACHINE SET-UP OPERATOR
D 6 MODEL
E 7 NURSE AID
E 8 NURSE, GENERAL DUTY
E 9 NURSE, LICENSED PRACTICAL*
A 3 NURSERYMAN
A 4 NURSERY WORKER
H 37 OFFICE MACHINE SERVICEMAN
H 38 OFFSET PRESSMAN
H 39 OIL-BURNER-INSTALLATION-AND-SERVICEMAN
G 20 OPTICIAN, DISPENSING
H 40 ORNAMENTAL-MENTAL WORKER
E 10 ORDERLY
H 41 PAINTER
F 9 PATROLMAN
D 7 PEST-CONTROL REPRESENTATIVE STRUCTURAL
I 21 PHARMACIST
I 22 PHOTOGRAPHER, COMMERCIAL*

VOGUE 1967 - 1968

H 42 PHOTOGRAPHER, LITHOGRAPHIC
H 43 PLUMBER
F 10 PRESSER, MACHINE
C 17 PRODUCTION CLERK
H 44 PRODUCTION MACHINE OPERATOR
C 18 PROGRAMER (BUSINESS APPLICATIONS)
C 19 PROGRAMER, DETAIL
I 23 PROGRAMER (ENGINEERING & SCIENTIFIC)
E 11 PSYCHIATRIC AID
H 45 PUNCH-PRESS OPERATOR
I 24 PURCHASING AGENT
E 12 RADIOLOGIC TECHNOLOGIST (MED. X-RAY TECH.)
C 20 RECEPTIONIST
I 25 RECREATION LEADER
I 26 RECREATION SUPERVISOR
H 46 REFRIGERATION MECHANIC
I 27 REPORTER
D 8 SALES CLERK
D 9 SALESMAN-DRIVER
D 10 SALESMAN, GENERAL
D 11 SALESMAN, INSURANCE*
D 12 SALESPERSON, GENERAL
D 13 SALESPERSON PHOTO SUPPLIES AND EQUIP.
H 47 SCREW-MACHINE SET-UP OPERATOR, PRODUCTION
C 21 SECRETARY
I 28 SUCURITY OFFICER
H 48 SEWING MACHINE OPERATOR (REGULAR EQUIP.)
H 49 SHEET-METAL FABRICATING MACHINE OPER.
H 50 SHEET-METAL WORKER
D 14 SHIPPING & RECEIVING CLERK
H 51 SILK-SCREEN CUTTER
H 52 STATIONARY ENGINEER
C 22 STATISTICAL CLERK
C 23 STENOGRAPHER
C 24 STENOTYPE OPERATOR
D 15 STOCK CLERK
D 16 STOCK SUPERVISOR
H 53 STRIPPER (PRINTING & PUBLISHING)
I 29 SUPERINTENDENT, BUILDING
I 30 SUPERINTENDENT, CONSTRUCTION*
C 13 SURGICAL TECHNICIAN (OPERATING RM. TECH.)
G 21 SURVEYOR
C 25 TABULATING-MACHINE OPERATOR
I 31 TEACHER, ELEMENTARY SCHOOL
I 32 TEACHER, NURSERY SCHOOL
I 33 TEACHER, SECONDARY SCHOOL
H 54 TECHNICAL-MAINTENANCE MAN
C 26 TELEPHONE OPERATOR
H 55 TELEVISION SERVICE-AND-REPAIRMAN
C 27 TELLER
H 56 TOOL AND DIE MAKER
I 34 TOOL DESIGNER
H 57 TOOL PROGRAMER, NUMERICAL CONTROL
C 28 TRAFFIC RATE CLERK
G 22 TRAFFIC TECHNICIAN
C 29 TRANSCRIBING MACHINE OPERATOR
H 58 TRANSFERRER (PRINTING & PUBLISHING)
H 59 TRANSMITTER OPERATOR
C 30 TRANSPORTATION AGENT
H 60 TRUCK DRIVER (HEAVY DUTY)
H 61 TURRET-LATHE SET-UP OPERATOR
C 31 TYPIST
H 62 VENDING MACHINE REPAIRMAN
I 35 VETERINARIAN
H 63 WELDER, COMBINATION
H 64 WOODWORKING MACHINE OPERATOR
I 36 WRITER, TECHNICAL PUBLICATIONS

VOGUE

Index No. 2

Listing of 200 Occupational Guides Prepared for Nassau and Suffolk Counties, Long Island, New York - Grouped by Occupational Area 1967 - 1968

A = Agricultural and Related Occupations

A 1 GREESKEEPER
A 2 LANDSCAPE GARDENER
A 3 NURSERYMAN
A 4 NURSERY WORKER

B = Art Occupations

B 1 ADVERTISING LAY-OUT MAN
B 2 CLOTHES DESIGNER
B 3 FLORAL DESIGNER
B 4 ILLUSTRATOR

C = Business Occupations

C 1 BOOKKEEPER (FULL CHARGE)
C 2 BOOKKEEPING MACHINE OPERATOR
C 3 CLAIM ADJUSTER (AUTO INSUR.)
C 4 CLERK, GENERAL
C 5 CLERK-TYPIST
C 6 COMPUTER-PERIPHERAL-EQUIPMENT OPERATOR
C 7 CREDIT CLERK
C 8 DIGITAL-COMPUTER OPERATOR
C 9 DISPATCHER
C 10 DUPLICATING-MACHINE OPERATOR
C 11 ESTIMATOR (PRINTING AND PUBLISHING)
C 12 KEYPUNCH OPERATOR
C 13 LOAN OFFICER
C 14 MAIL CARRIER
C 15 MATERIAL LISTER
C 16 MEDICAL SECRETARY
C 17 PRODUCTION CLERK
C 18 PROGRAMER (BUSINESS APPLICATIONS)
C 19 PROGRAMER, DETAIL
C 20 RECEPTIONIST
C 21 SECRETARY
C 22 STATISTICAL CLERK
C 23 STENOGRAPHER
C 24 STENOTYPE OPERATOR
C 25 TABULATING-MACHINE OPERATOR
C 26 TELEPHONE OPERATOR
C 27 TELLER
C 28 TRAFFIC RATE CLERK
C 29 TRANSCRIBING MACHINE OPERATOR
C 30 TRANSPORTATION AGENT
C 31 TYPIST

D = Distributive (Merchandising and Sales) Occupations

D 1 AUTOMOBILE-REPAIR-SERVICE SALESMAN
D 2 BUYER
D 3 CASHIER
D 4 GROCERY CHECKER
D 5 MANAGER, DEPARTMENT
D 6 MODEL
D 7 PEST-CONTROL REPRESENTATIVE STRUCTURAL
D 8 SALES CLERK
D 9 SALESMAN-DRIVER
D 10 SALESMAN, GENERAL
D 11 SALESMAN, INSURANCE
D 12 SALESPERSON, GENERAL
D 13 SALESPERSON PHOTO SUPPLIES & EQUIP.
D 14 SHIPPING & RECEIVING CLERK
D 15 STOCK CLERK
D 16 STOCK SUPERVISOR

VOGUE 1967 - 1968

E = Health Occupations

E 1 DENTAL ASSISTANT
E 2 DENTAL HYGIENIST
E 3 DENTAL-LABORATORY TECHNICIAN
E 4 INHALATION THERAPIST
E 5 MEDICAL LAB. ASS'T.
E 6 MEDICAL TECHNOLOGIST
E 7 NURSE AID
E 8 NURSE, GENERAL DUTY
E 9 NURSE, LICENSED PRACTICAL
E 10 ORDERLY
E 11 PSYCHIATRIC AID
E 12 RADIOLOGIC TECHNOLOGIST (MED. X-RAY TECH.)
E 13 SURGICAL TECHNICIAN (OPERATING RM. TECH.)

F = Service Occupations

F 1 AIRPLANE STEWARDESS
F 2 BARBER
F 3 CHEF
F 4 COOK, SHORT ORDER
F 5 COSMETOLOGIST
F 6 EXTERMINATOR
F 7 FOOD SERVICE SUPERVISOR
F 8 HOME ATTENDANT
F 9 PATROLMAN
F 10 PRESSER, MACHINE

G = Technical and Related Occupations

G 1 AIRPLANE PILOT, COMMERCIAL
G 2 BIOLOGICAL PHOTOGRAPHER
G 3 BUILDING INSPECTOR
G 4 CHEMICAL LAB. TECHNICIAN
G 5 DETAILER
G 6 DRAFTSMAN, ARCHITECTURAL
G 7 DRAFTSMAN, CIVIL
G 8 DRAFTSMAN, ELECTRONIC
G 9 DRAFTSMAN, HEATING & VENTILATING
G 10 DRAFTSMAN, MECHANICAL
G 11 ELECTROMECHANICAL TECHNICIAN
G 12 ELECTRONIC TECHNICIAN
G 13 ENGINEERING ASSISTANT (MECH. EQUIP.)
G 14 INDUSTRIAL ENGINEERING TECHNICIAN
G 15 INSPECTOR, PROCESSED FOOD
G 16 LABORATORY TESTER
G 17 LABORATORY TESTER (FOOD PRODUCTS)
G 18 MECHANICAL-ENGINEERING TECHNICIAN
G 19 METALLURGIST, ASS'T.
G 20 OPTICIAN, DISPENSING
G 21 SURVEYOR
G 22 TRAFFIC TECHNICIAN

VOGUE 1967 - 1968

H = Trade and Industrial Occupations

H 1 AIR-CONDITIONING MECHANIC COMMERCIAL
H 2 AIRCRAFT & ENGINE MECHANIC
H 3 AUTOMOBILE-BODY REPAIRMAN
H 4 AUTOMOBILE MECHANIC
H 5 AUTO-SERVICE STATION ATTENDANT
H 6 BAKER
H 7 BRICKLAYER
H 8 CABINETMAKER
H 9 CAMERA REPAIRMAN
H 10 CARPENTER
H 11 CARPET LAYER
H 12 CHASSIS ASSEMBLER (ELECTRONICS)
H 13 CONSTRUCTION-EQUIPMENT MECHANIC
H 14 DIESEL MECHANIC
H 15 DRILL-PRESS OPERATOR, PRODUCTION
H 16 ELECTRICAL APPLIANCE SERVICEMAN
H 17 ELECTRICIAN
H 18 ELECTRICIAN, AIRPLANE
H 19 ELECTRICIAN, RADIO
H 20 ELECTRONICS ASSEMBLER
H 21 ELECTRONICS MECHANIC
H 22 ENGINEERING-EQUIPMENT MECHANIC
H 23 ENGINE-LATHE SET-UP OPERATOR
H 24 EQUIPMENT-SERVICE SUPERVISOR (AIR TRANSPORTATION)
H 25 EXTRUDER OPERATOR
H 26 FARM EQUIPMENT MECHANIC
H 27 GASOLINE ENGINE REPAIRMAN
H 28 HYDRAULIC TESTER
H 29 INSTRUMENT REPAIRMAN
H 30 LABORATORY CHIEF
H 31 LINEMAN
H 32 MACHINIST
H 33 MAINTENANCE MAN, BUILDING
H 34 MAINTENANCE MAN (FACTORY OR MILL)
H 35 MEAT CUTTER
H 36 MILLING-MACHINE SET-UP OPERATOR
H 37 OFFICE MACHINE SERVICEMAN
H 38 OFFSET PRESSMAN
H 39 OIL BURNER-INSTALLATION-AND-SERVICEMAN
H 40 ORNAMENTAL-METAL WORKER
H 41 PAINTER
H 42 PHOTOGRAPHER, LITHOGRAPHIC
H 43 PLUMBER
H 44 PRODUCTION MACHINE OPERATOR
H 45 PUNCH-PRESS OPERATOR
H 46 REFRIGERATION MECHANIC
H 47 SCREW-MACHINE SET-UP OPERATOR, PRODUCTION
H 48 SEWING MACHINE OPERATOR (REGULAR EQUIP.)
H 49 SHEET METAL FABRICATING MACHINE OPERATOR
H 50 SHEET-METAL WORKER
H 51 SILK-SCREEN CUTTER
H 52 STATIONARY ENGINEER
H 53 STRIPPER (PRINTING & PUBLISHING)
H 54 TECHNICAL-MAINTENANCE MAN
H 55 TELEVISION SERVICE-AND-REPAIRMAN
H 56 TOOL AND DIE MAKER
H 57 TOOL PROGRAMER, NUMBERICAL CONTROL
H 58 TRANSFERRER (PRINTING & PUBLISHING)
H 59 TRANSMITTER OPERATOR
H 60 TRUCK DRIVER (HEAVY DUTY)
H 61 TURRET-LATHE SET-UP OPERATOR
H 62 VENDING MACHINE REPAIRMAN
H 63 WELDER, COMBINATION
H 64 WOODWORKING MACHINE OPERATOR

VOGUE 1967 - 1968

I = Professional, Managerial, and Related Occupations

I 1 ACCOUNTANT
I 2 ADVERTISING ASSISTANT
I 3 AERONAUTICAL ENGINEER
I 4 ARCHITECT
I 5 CASE AID
I 6 CASEWORKER
I 7 CHEMIST, ANALYTICAL
I 8 CIVIL ENGINEER
I 9 COMMUNITY ORGANIZATION WORKER
I 10 CUSOTMS INSPECTOR
I 11 DENTIST
I 12 DIETITIAN
I 13 ECONOMIST
I 14 ELECTRICAL ENGINEER
I 15 FORESTER
I 16 GEOLOGIST
I 17 HORTICULTURIST
I 18 LAWYER
I 19 LIBRARIAN
I 20 MECHANICAL ENGINEER
I 21 PHARMACIST
I 22 PHOTOGRAPHER, COMMERCIAL
I 23 PROGRAMER (ENGINEERING & SCIENTIFIC)
I 24 PURCHASING AGENT
I 25 RECREATION LEADER
I 26 RECREATION SUPERVISOR
I 27 REPORTER
I 28 SECURITY OFFICER
I 29 SUPERINTENDENT, BUILDING
I 30 SUPERINTENDENT, CONSTRUCTION
I 31 TEACHER, ELEMENTARY SCHOOL
I 32 TEACHER, NURSERY SCHOOL
I 33 TEACHER, SECONDARY SCHOOL
I 34 TOOL DESIGNER
I 35 VETERINARIAN
I 36 WRITER, TECHNICAL PUBLICATIONS

APPENDIX C

SAMPLE OCCUPATIONAL GUIDE

PUBLIC EMPLOYMENT SERVICE
SERVICE FOR EVERYONE
LOCAL · STATE · NATIONAL

BIOLOGICAL PHOTOGRAHER

DOT Code: 143.382
Suffix Code: .010
Region: Nassau-Suffolk
Date: 1/19/68

JOB DUTIES

EMPLOYEE DUTIES

IF YOU WERE A BIOLOGICAL PHOTOGRAPHER, you would photograph medical, biological, and allied phenomena to provide illustrations for scientific publications, records, research and teaching activities.

YOUR DUTIES MIGHT BE TO

- o Make still and motion picture reproductions of patients, anatomical structures, microscopic specimens, plant and animal tissues, and physiological and pathological processes
- o Make copies of X-Rays and similar materials, using photographic techniques, such as time-lapse and ultraspeed pictures, and ultraviolet or infrared light to produce visible records of normally invisible phenomena
- o Process photosensitive material to make transparencies, lantern slides, photomontages and color prints
- o Engage in research activities related to biological photography and presentation of scientific data
- o Specialize in particular techniques, such as cinematography, color photography or photomicography

WORK ENVIRONMENT

YOU MAY

- o Work alone, or with and around others, in a well-lighted and ventilated studio, or in various hospital departments such as Laboratory, Morgue or Surgery
- o Work in dark room using photofinishing chemicals
- o Be exposed to burns from hot lights and shocks from electrical equipment
- o Be subjected to unpleasant sights and odors

EARNINGS AND HOURS

THE EARNINGS OF MANY WORKERS ARE*

AREA	STARTING PAY RANGE	MOST WORKERS EARN WEEKLY	HIGHEST EARNINGS	HOURS PER WEEK
NEW YORK CITY	$65 - $90	$125 - $150	$175 - $200	35 - 40
NASSAU-SUFFOLK	$100 - $110	$160 - $170	$224	35 - 40

- o Work is year-round and some overtime is generally required
- o Part-time and freelance work are available
- o Work may be on a contractual or grant basis

* As reported by the Employment Service on orders received.

FRINGE BENEFITS

YOU MAY ALSO RECEIVE

- o Group life and health insurance
- o Paid holidays and sick leave
- o Annual vacation
- o Retirement plan

NOTE: Above are available depending on place and length of employment.

FUTURE DEMAND

NATIONAL: Well-qualified Biological Photographers are in demand at present and employment opportunities are expected to remain good for the next several years. The need is greatest for those with a thorough knowledge of all aspects of photography and a good technical background. The growing research field is expected to provide many openings for individuals interested in specialized areas. In addition to the jobs which should result from expansion of activity, other job opportunities will become available due to retirements and workers leaving the occupation for other reasons.

NASSAU-SUFFOLK: As these suburban counties continue to grow in population, the employment of Biological Photographers is expected to rise at a moderate level during the next ten years.

ADVANCEMENT OPPORTUNITIES

WORKERS MAY ADVANCE TO

- o Supervisor, Photography
- o Department Head
- o Specialist (Cinematography, Photomicography, etc.)
- o Freelance Photographer

NOTE: These jobs may require additional education and/or training.

DISADVANTAGES

DISADVANTAGES REPORTED BY WORKERS

- o Work is often performed in unpleasant surroundings
- o Evening and weekend work occasionally required

APTITUDES

YOU SHOULD BE ABLE TO

- o Learn and apply photographic principles and techniques easily
- o Perceive differences and similarities in colors
- o Follow procedures and work to prescribed standards
- o Use judgment in planning work to secure best results
- o Handle and manipulate equipment and materials skillfully

INTERESTS AND TEMPERAMENTS

YOU SHOULD

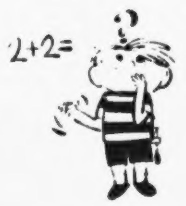
- o Be interested in work involving scientific research
- o Be tactful and sympathetic in dealing with patients
- o Be able to follow instructions carefully and do exact and accurate work
- o Be able to pay close attention to details for long periods
- o Be willing to accept responsibility for quality of work which often cannot be done over

PHYSICAL REQUIREMENTS

YOU MUST MEET THE FOLLOWING PHYSICAL REQUIREMENTS

- o Be able to stand, walk and move around easily
- o Be able to bend, stoop, crouch and take photographs from various angles
- o Have sufficient use of arms, legs, hands and fingers to perform job duties
- o Be able to lift and carry materials weighing up to 50 pounds
- o Be able to distinguish colors
- o Have good vision and hearing (normal or corrected)

EDUCATION AND OTHER REQUIREMENTS



YOU WILL BE REQUIRED TO

- o Speak, read and write English
- o Be 18 years of age or over
- o Have 2 to 4 years of high school education (most employers prefer high school graduates; a high school diploma is required for civil service employment)
- o Have some knowledge of photography as a result of trade or technical school courses, military training, previous work experience or hobby as amateur photographer (some hospitals will train beginners without previous background)
- o Have portfolio of photographic work to show level of technical skill
- o Pass pre-employment medical examination (required by hospitals)
- o Complete employer's on-the-job training of 1 to 3 years' duration depending on previous experience

HELPFUL HIGH SCHOOL COURSES ARE

- o Art
- o Biology
- o Chemistry
- o Mathematics
- o Science
- o Photographer, (School) (Newspaper)

LOCATION OF JOBS

JOBS ARE LOCATED IN

- o Hospitals
- o Photographic Studios
- o Pharmaceutical Companies
- o Research Firms
- o Government Agencies
- o Publishing Firms of Professional Journals and Texts

SCHOOLS

Ask your counselor for information about public and private school and college courses in this occupation that may be available to you.

COSTS OF EDUCATION AND ENTRY

Tuition and transportation costs in public secondary schools are usually paid by the local school districts.

See your counselor about costs of attending private schools and public or private colleges.

Biological Photographers, as they progress, are expected to purchase some of their own equipment at a cost of approximately $150 or more.

RELATED OCCUPATIONS

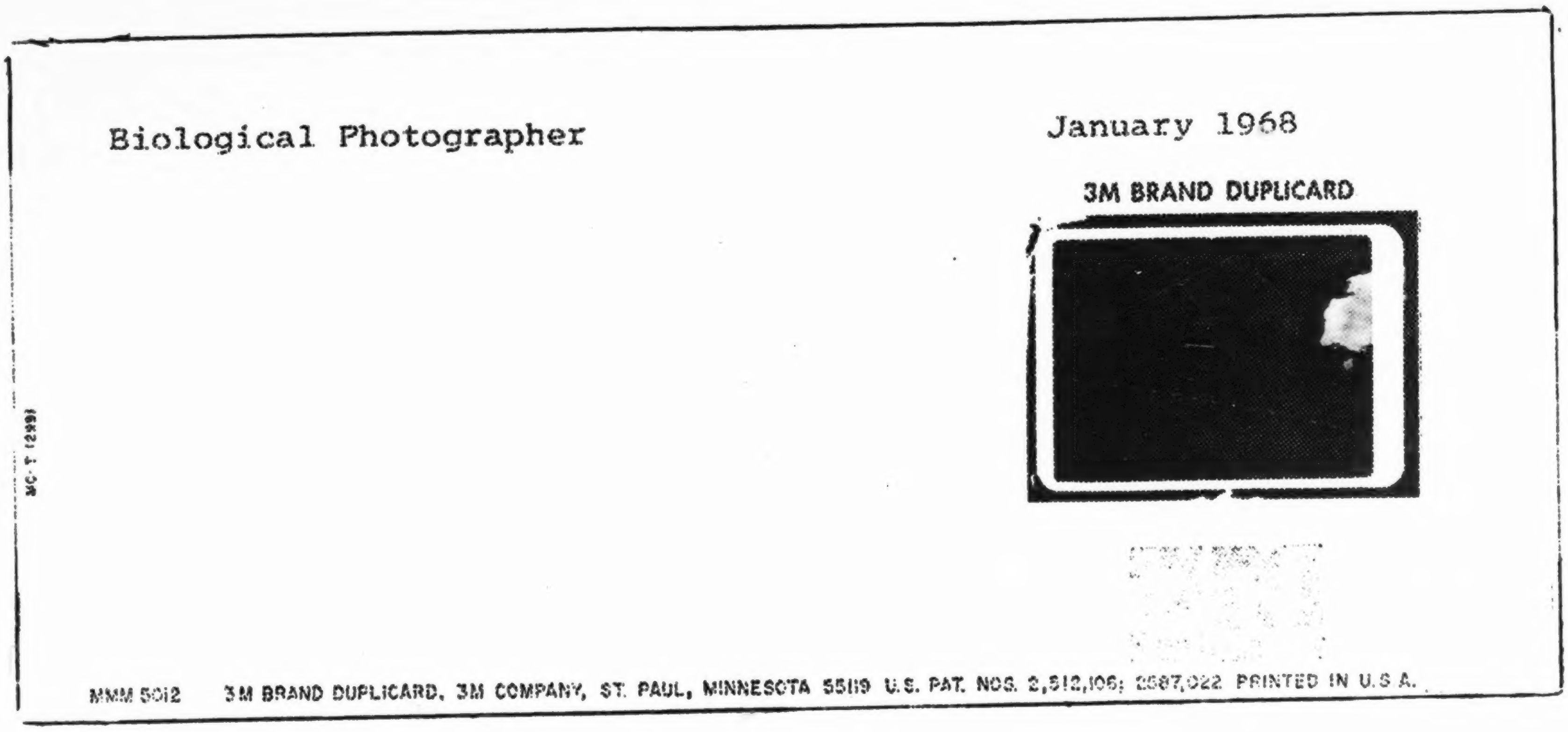
OCCUPATIONS WHICH HAVE RELATED DUTIES AND REQUIREMENTS ARE

Photographer, Helper	976.887
Photographic-Machine Operator	207.885
Medical Photographer	143.382
Photographer, Scientific	143.283
Photographer, Commercial	143.062

SEE YOUR COUNSELOR FOR ADDITIONAL INFORMATION OR ASSISTANCE

APERTURE CARD

Microfilm window reproduces four pages, 8½ x 11, of occupational guide.



Biological Photographer

January 1968

3M BRAND DUPLICARD

MC-T (2X9)

MMM 5012 3M BRAND DUPLICARD, 3M COMPANY, ST. PAUL, MINNESOTA 55119 U.S. PAT. NOS. 2,512,106; 2587,022 PRINTED IN U.S.A.

APPENDIX D

PILOT SCHOOLS

THE TWELVE EDUCATIONAL INSTITUTIONS THAT WERE SELECTED TO DEMONSTRATE AND EVALUATE THE OCCUPATIONAL GUIDES

Academic High Schools

1. Berner High School, Massapequa, New York
2. Massapequa High School, Massapequa, New York
3. Farmingdale Senior High School, Farmingdale, New York

Vocational-Technical High Schools

4. Technical and Trade Training Center, Westbury, New York
5. BOCES, Second Supervisory District, Patchogue, New York
6. Wilson Technological Center, BOCES, Third Supervisory District, Huntington, New York

Comprehensive High Schools

7. Calhoun High School, Merrick, New York
8. Clarke High School, East Meadow, New York
9. Sewanhaka High School, Floral Park, New York

Two-Year Colleges

10. Nassau Community College, Garden City, New York
11. State University, Agricultural and Technical College, Farmingdale, New York
12. Suffolk Community College, Selden, New York

ENROLLMENT AND POST HIGH SCHOOL PLANS OF STUDENTS IN THE TWELVE EDUCATIONAL INSTITUTIONS THAT WERE SELECTED TO DEMONSTRATE THE OCCUPATIONAL GUIDES

	February Enrollment			Class of 1967 Post-High School Plans		
Type of School	Male	Female	Total	4-Year College	2-Year College	Work
				%	%	%
Academic High Schools						
1. Berner High School	1,261	1,277	2,538	46	19	31
2. Massapequa High School	1,270	1,290	2,560	46	20	29
3. Farmingdale High School	1,310	1,311	2,621	32	28	22
Vocational-Technical High Schools						
4. Technical & Trade Training Center	666	560	1,226	5	5	90
5. BOCES #2	432	244	676	2	4	90
6. BOCES #3	245	50	295	5	18	62
Comprehensive High Schools						
7. Calhoun High School	892	757	1,649	43	22	27
8. Clarke High School	1,480	1,274	2,754	41	18	38
9. Sewanhaka High School	1,233	899	2,132	27	20	45
Two-Year Colleges						
10. Nassau Community College	2,168	2,256	4,424	80	-	20
11. Agricultural & Technical College	2,418	1,288	3,706	35	-	55
12. Suffolk Community College	2,017	1,225	3,242	51	-	49
Totals	15,392	12,431	27,823	-	-	-

APPENDIX E

STUDENT EVALUATION QUESTIONNAIRE - SE

COUNSELOR EVALUATION QUESTIONNAIRE - CE

SCHOOL CODE	01	02	03	04	05	06	07	08	09	10	11	12

(DO NOT WRITE ABOVE THIS LINE) SE

Project VOGUE

INSTRUCTIONS for completing Items A - F: Check the appropriate box.

Note: Your name is *not* to appear anywhere on this paper.

A 1. Male ☐
2. Female ☐

B Year in school: (Check one)
1. 2nd year college ☐
2. 1st year college ☐
3. 12th grade ☐
4. 11th grade ☐
5. 10th grade ☐
6. 9th grade ☐
7. 8th grade ☐
8. 7th grade ☐

C Who suggested that you look at these occupational guides? (Check one)
1. Fellow student ☐
2. Classroom instructor ☐
3. Counselor ☐
4. Parent ☐
5. Self ☐
6. Other ☐

D How many of these occupational guides did you read today?
1. One ☐
2. Two ☐
3. Three ☐
4. Four or more ☐

E On how many different occasions, *including today*, have you read these occupational guides?
1. Once ☐
2. Twice ☐
3. Three times ☐
4. Four times or more ☐

F Compare the occupational guide, or guides, that you have just read with other occupational literature. (Check one)
1. More helpful than most other occupational literature ☐
2. As helpful as most other occupational literature ☐
3. Less helpful than most other occupational literature ☐
4. I have not read other occupational literature ☐

G Have you made or do you plan to make an appointment to discuss with your counselor the information that you read today in these occupational guides?
1. Yes ☐
2. No ☐

H Would you recommend these occupational guides to another student?
1. Yes ☐
2. No ☐

I Do you want your own free copy of any of these occupational guides that you read today?
1. Yes ☐
2. No ☐

INSTRUCTIONS for completing Item J: Read the three statements below. In the spaces to the right of *each* statement check the appropriate column that *most closely* gives your personal opinion of the occupational guide, or guides, that you have just read.

		Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
J	1. The information in these occupational guides was helpful.					
	2. The information in these occupational guides was easy to understand.					
	3. The method of presentation of the information in these occupational guides was pleasing.					

SCHOOL CODE | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12

(DO NOT WRITE ABOVE THIS LINE)

CE

VOGUE

A What is your opinion of the reaction of *students* in your school to these occupational guides? (Check one)

1. They found them very helpful .... ☐
2. They found them somewhat helpful .... ☐
3. They did not find them helpful .... ☐
4. Don't know .... ☐

B Compare these occupational guides with other occupational literature for career guidance available in your school. (Check one)

1. More helpful than most other occupational literature .... ☐
2. As helpful as most other occupational literature .... ☐
3. Less helpful than most other occupational literature .... ☐
4. I have not seen other occupational literature in my school .... ☐

C To what extent have the classroom instructors in your school used these occupational guides with their students?

1. Frequently .... ☐ 3. Seldom .... ☐
2. Occasionally .... ☐ 4. Never .... ☐

D Check the method used in your school to disseminate these occupational guides:

1. Reader .... ☐ 2. Reader-printer .... ☐ 3. Loose leaf .... ☐

How satisfied were you with this method? (Check one)

4. Very satisfied .... ☐ 5. Satisfied .... ☐ 6. Dissatisfied .... ☐

E In Part I below number 1, 2, and 3 your order of preference as to the three methods used to disseminate the occupational guides. Or, if you cannot state a preference, check Part II. (Answer Part I or Part II.)

Part I

1. Reader .... ☐
2. Reader-printer .... ☐
3. Loose leaf .... ☐

Part II

4. Cannot state a preference .... ☐

F Rate these occupational guides on each of the following: (Check only *one* column for each item.)

Feature	1 Excellent	2 Good	3 Fair	4 Poor
1. Language level				
2. Headings				
3. Up to date information				
4. Regional and local information				
5. Detailed job requirements				
6. Outline form				
7. Association of educational requirements with occupational choice				
8. Format				
9. Short concise statements				
10. Listing of disadvantages as well as advantages				

SCHOOL CODE | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12

VOGUE **(DO NOT WRITE ABOVE THIS LINE)** CE

G *Briefly* describe: (Number each of the items that you answer).

1. In what ways did you *use* these occupational guides?
2. In what ways did you find them *helpful* or *frustrating?*
3. What *improvements*, if any, would you like to see in them?
4. What additional *comments* would you like to make? (Write more on the back of this sheet if you wish. We do want all the ideas you will share with us.)

Item No.	

APPENDIX F

LETTER SENT TO SCHOOLS INVITING THEM TO PARTICIPATE IN PROJECT VOGUE

Sample of letter sent to the chief administrators of the nine pilot high schools and three two-year colleges, with copies to directors of guidance.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS
NASSAU
COUNTY
131 Jericho Turnpike
richo, New York 11753
516 334-4102

October 5, 1968

Mr. Howard Nordahl
Central High School District #2
820 Hempstead Turnpike
Franklin Square, New York 11010

Dear Mr. Nordahl:

Would you be willing to have Sewanhaka High School participate in a pilot project on occupational information dissemination for career guidance? The enclosed statement describes the general nature of this project. Participating schools and colleges will receive throughout the 1967-1968 school year up to 200 occupational guides written for the Nassau-Suffolk Labor Market Area. A sample of the new format that is being proposed for the guides is enclosed for your information.

The entire costs will be provided by the terms of a grant funded under the Federal Vocational Education Act of 1963, and administered through the Office of Occupational Education. There will be no charge to the local school districts. The project was designed by the Bureau of Occupational Education Research and the Bureau of Guidance of the New York State Education Department.

The nine high schools and three two-year colleges that are being invited to participate have been selected because it was felt that they could contribute to the success of the project and receive benefits for their students as well. In addition to receiving the occupational guides, participating schools may call upon the services of the principal investigator, George S. DuBato, for consultation in vocational guidance to help improve school programs in assisting students to make appropriate vocational choices and decisions.

The New York State Bureau of Guidance is acting in a consulting capacity to the project director. It heartily endorses this project and urges that you accept the invitation to participate in this worthwhile research activity. Your reply or request for additional information should be addressed to George S. DuBato, Board of Cooperative Educational Services, Nassau County, 131 Jericho Turnpike, Jericho, New York 11753, telephone number 333-9400, extension 421.

Sincerely,

Paul W. Rossey

PWR:ah

Enclosures
cc Grace Forlenza

APPENDIX G

SAMPLES OF PUBLICITY GIVEN TO PROJECT VOGUE IN THE PILOT SCHOOLS

PUBLICITY RELEASE OUTLINE

Suggested uses for high schools or colleges:

- Read and post in home room
- Read and discuss at faculty meeting
- Read and discuss at assembly or convocation
- Put in school newspaper
- Put in local newspaper
- Put in parents' newsletter
- Read and discuss at PTA meeting
- Put in faculty newsletter
- Group guidance meetings
- School radio and television

OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE

______________________________ has been invited to
(school or college)
participate this year in a new occupational information service to aid students in choosing an occupation or career.

Under the direction of the newly formed Board of Cooperative Educational Services of Nassau County, the New York State Department of Labor will write approximately 200 occupational guides of special interest to students in the Nassau-Suffolk Labor Market Area. These guides will contain up to date national and local information about job descriptions, job requirements, and job outlook, some of which is not available in any other publication.

This occupational information service is a demonstration project designed by the New York State Education Department to test the effectiveness of specially prepared occupational information materials for use in career guidance. Our school (or college) is one of twelve institutions which were asked to be a part of this project. We have already received 102 occupational guides. The titles are listed at the end of this notice.* It will take at least until February 15, 1968, to prepare the remaining guides. The Labor Department is working at full speed to have them ready for us. An announcement will be made as soon as they are received.

Students, teachers, and parents are invited to make use of the following occupational information guides. Students will be given the opportunity to rate the usefulness of these guides in helping them to make adequate career plans. Those interested in examining the new occupational guides, as well as other occupational information, should see the counselors or secretary in the Guidance Office (or Student Personnel Office).

(*In listing the 102 occupational titles, you can get them on one page by using three columns.)

PROJECT VOGUE
LOCAL CAREER
OPPORTUNITIES
AVAILABLE TO YOU
FOR INFORMATION
PERTAINING TO CAREER AND
OCCUPATIONAL DEVELOPMENT
SEE YOUR COUNSELOR
MASSAPEQUA HIGH SCHOOL

The Official Newsletter of The

Insight

Massapequa Schools, Massapequa, New York

FEBRUARY 1968

Local High Schools Join Research And Development Group

Massapequa High School and Berner High School are among eight high schools and three community colleges on Long Island who are participating in an occupation information dissemination pilot project.

Under the direction of the newly formed Board of Cooperative Educational Services of Nassau County, the New York State Department of Labor will write approximately 200 occupational guides of special interest to students in the Nassau-Suffolk Labor Market Area. These guides will contain up to date national and local information about job descriptions, job requirements, and job outlook, some of which is not available in any other publication. This occupational information service is a demonstration project designed by the New York State Education Department to test the effectiveness of specially prepared occupation information materials for use in career guidance.

The project began in January and will continue through the spring semester. The entire cost for the project will be funded under the Federal Vocational Education Act of 1963, and directed by George S. DuBato of BOCES of Nassau County. The Guidance Department will conduct the project in each high school.

The Guidance Department in each high school in Massapequa will be given different media for using the new occupational guides. A. G. Berner High School will be supplied with a reader-printer for the duration of the project. Massapequa High School will be given occupational guides in looseleaf notebooks and copies of the guides for interested students. The guides will contain up to date local information concerning job duties, work environment, areas and hours, fringe benefits, future demand, advancement probabilities, disadvantages, as well as aptitudes, physical requirements, and education needed.

Students will be invited to make use of these materials in the guidance office of each high school. Students also will be given the opportunity to rate the usefulness of these guides in helping them make adequate career plans. At the conclusion of the project, counselors will evaluate the occupational guides and their use. All materials except the 3M reader-printer may be kept by the high schools.

The occupational information is designed to supply both the college bound and the job oriented individual with basic information of various fields of work. Used properly, in conjunction with other guidance techniques, students will be able to gain information needed for choosing an occupational field.

The Guidance Department suggests that students begin investigation of an occupational field on an on-going basis starting in the ninth grade. It is also suggested that students investigate more than one field or skill. Over-specialization during the earlier high school years tends to make an individual less versatile and less able to take advantage of opportunities in a rapidly changing society.

Learn to know yourself to the end that you may improve your powers, your conduct, your character. This is the true aim of education and the best of all educations is self-education. (Rutherford B. Hayes, 1884)

NEWSLETTER OF THE PARENT-TEACHER ASSOCIATION
SEWANHAKA HIGH SCHOOL
FLORAL PARK, NEW YORK

VOL. XI JANUARY 1968 NO. 3

NEW OCCUPATIONAL INFORMATION FOR CAREER GUIDANCE--Sewanhaka High School has been invited to participate in a new occupational information service to aid students in choosing an occupation or career.

Approximately 200 occupations of special interest to students in the Nassau-Suffolk Labor Market Area can be observed on a viewer and a printed guide of the occupation observed can be supplied.

The information contained in microfilm is the job description, job requirement, salary paid, job outlook and listings for advanced preparation for the occupation viewed.

All students and parents are invited to make use of the equipment and materials of this demonstration project which will commence on February 15th and end April 15th. You will also be asked to rate the usefulness of these guides in helping you make adequate career plans.

For further information about this project, please contact the Guidance Office.

CAMPUS BRIEF

SUFFOLK
COUNTY
COMMUNITY
COLLEGE
SELDEN, L. I., NEW YORK

Office of the President

68-4	An Announcement Digest	Tues., March 5

PLEASE READ IN ALL CLASSES

TO: Day and Evening Faculty

FROM: John Speirs, Dean of Students

SUBJECT: Availability of New Vocational Counseling Service through Project Vogue

Accurate up-to-date information on two hundred occupations in the Nassau-Suffolk area is now available to Suffolk Community College students. Project Vogue (Vocational Guidance and Education), a federally-funded program, has made available, through the college's student personnel office, two hundred occupational guides containing national and local information about job descriptions, job requirements, and job outlook, some of which is not available in any other publication. The guides also contain local information concerning job duties, work environment, fringe benefits, future demand, advancement probabilities, advantages, as well as aptitudes, physical requirements, and education needed.

This wealth of information is designed to supply both the transfer student and career-program student with basic information concerning various fields of work. Used properly, in conjunction with other counseling techniques, the guides will be able to give students information needed for choosing an occupational field.

Project Vogue, a joint effort by the New York State Department of Labor and the New York State Education Department is being administered on campus by the Office of Student Personnel and is coordinated by Mr. Connors of the counseling staff.

Students are invited to take free copies of any occupational guide which interests them and to avail themselves of other vocational materials at the college. Any of the college counselors, as well as Mr. De Ponte, Director of Placement and Financial Aid, will be available to assist those who are interested.

APPENDIX H

RELATIVE COSTS FOR REPRODUCING AND DISSEMINATING THE OCCUPATIONAL GUIDES IN PRINTED FORM AND ON MICROFILM APERTURE CARDS

RELATIVE COSTS FOR REPRODUCING AND DISSEMINATING THE OCCUPATIONAL GUIDES IN PRINTED FORM AND ON MICROFILM APERTURE CARDS

Costs of Printing Occupational Guides in Loose-leaf Binders

The lowest bid received for printing 1,000 copies each of 200 (four-page folded, three-ring loose-leaf punched) occupational guides was $23 per thousand copies of each guide, or $4,600 for the entire set. Two hundred thousand guides were printed. The charge for collating the 200,000 copies of the occupational guides was an additional $590. The charge for building seven shelves to store the reserve printed occupational guides was $50. Thus, two hundred thousand occupational guides were printed, collated, and stored at a total cost of $5,240, or at a unit cost of $.026 per occupational guide.

Special 1½ inch loose-leaf binders were prepared for the printed sets of 200 occupational guides. Two binders were needed for each set. The binders were purchased at a cost of $2.62 each in quantities of 150 or more. Thus (excluding overhead) the total cost for reproducing and disseminating one complete set of 200 printed occupational guides (@$.026 each) in two loose-leaf binders (@$2.62 each) was $10.44.

Microfilm Aperture Cards for Readers and Reader-Printers

It is not possible to compute a precise figure for Project VOGUE's aperture card reproducing and disseminating unit or total costs because of the many variables. The equipment that is needed has a variety of uses in addition to occupational information reproduction and dissemination. Some of the equipment can be rented as well as purchased. Service charges on the repair of equipment and replacement costs for worn or lost parts must be considered. For the purposes of this report, prices quoted or actually charged by the Long Island 3M Company sales representative are listed below:

Equipment	Cost
3M 2,000 Processor Camera (to produce the master cards)	$ 6,213.20
Service contract, annual	400.00
3M Uniprinter 086 copier (to duplicate the master cards)	1,073.10
Service contract, annual	135.00
3M 400 B Reader-printer	1,146.60
Service contract, annual	150.00
DuKane Reader	145.00
Replacement Parts	Variable*

*Note: One pilot school had to replace a bulb on a reader-printer after three months at a cost of $15.38 for the bulb.

Supplies	Cost
Master card from 3M Processor Camera	.084 each
Copy Card (Duplicard) from 3M Uniprinter 086	.025 each
Paper (for Reader-printer) 8½" x 300'	27.94 roll*
Activator (for each roll of paper for the Reader-printer)	1.62 pint

*Note: One school used 10 rolls of paper and 10 pints of activator in a period of two months.

One complete deck of master cards had to be produced for the 200 occupational guides written for Project VOGUE. From the master cards, one complete deck of 200 copy cards had to be produced for each of the twelve pilot schools.

Considering the cost factor alone, it is obvious that the printed occupational guides are more economical than the aperture cards whether they are viewed on either a microfilm reader or reader-printer.